SCHOOL LIFE

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OFFICE OF EDUCATION

School Assistance in Federally Affected Areas

Education of Handicapped Children

Higher Education Facilities Act of 1963

Library Services and Construction Act

MAY 1964

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Compassion and dignity

WE AS A NATION have long neglected the mentally ill and the mentally retarded. This neglect must end, if our Nation is to live up to its own standards of compassion and dignity and achieve the maximum use of its manpower.

This tradition of neglect must be replaced by forceful and far-reaching programs carried out at all levels of government, by private individuals, and by State and local agencies in every part of the Nation. We must act—

To bestow the full benefits of our society on those who suffer from mental disability;

To prevent the occurrence of mental illness and mental retardation wherever and whenever possible;

To provide for early diagnosis and continuous and comprehensive care, in the community, of those suffering from these disorders;

To stimulate improvements in the level of care given the mentally disabled in our State and private institutions, and to reorient those programs to a community-centered approach;

To reduce, over a number of years, and by hundreds of thousands, the persons confined to these institutions;

To retain in and return to the community the mentally ill and mentally retarded, and there to restore and revitalize their lives through better health programs and strengthened educational and rehabilitation services; and

To reinforce the will and capacity of our communities to meet these problems, in order that the communities, in turn, can reinforce the will and capacity of individuals and individual families.

We must promote—to the best of our ability and by all possible and appropriate means—the mental and physical health of all our citizens.—JOHN F. KENNEDY, *message to the Congress, February 5, 1963.*

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE • ANTHONY J. CELEBREZZE, *Secretary*
OFFICE OF EDUCATION . . . FRANCIS KEPPEL, *Commissioner*
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Notes on the Notable

FEDERAL PROGRAMS AND ACTIVITIES

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New mathematics source book

What's Up There is a new kind of mathematics sourcebook. It deals entirely with space and space exploration. It will, we believe, be a source not only of current information but also of pleasure and inspiration to pupils. The new book has been prepared as a pilot project by the Goddard Space Flight Center, National Aeronautics and Space Administration (NASA), and the Instructional Resources Branch, U.S. Office of Education.

What's Up There gives boys and girls the facts they must have to see not only the importance of scientists and mathematicians to the exploration of space but also the need of the Nation as a whole for well-trained people who can work together for the common good. It gives them facts that will feed their interests and aspirations and identify these interests with their own studies. What is perhaps more important, it shows boys and girls the many ways in which scientists use mathematics in space exploration, and how the information they gain can be useful to all citizens—for example, in improved communication and better health.

The book answers many of the endless questions boys and girls are asking. For example, it either answers or explains how they may find answers to such questions as these: How does a satellite get into orbit? What keeps it up there? It defines the words children need to understand if they are to read about space intelligently, and suggests projects, demonstrations, and experiments they can carry out.

The introduction—Hello Fellow Scientists—emphasizes the need for mathematicians, scientists, and technicians to work together as a team in the acquisition and utilization of knowledge. It points out that each student has a responsibility for putting his talents and skills to the best possible use in making a better world.

Chapter I, "Space Science Mathematics," contains many arithmetic problems and enough information to enable pupils to solve them. It includes sections on such subjects as the solar system, planets in orbit, light-years, communication satellites, and time around the world.

Chapter II, "From Earth to Space and Back," tells the story of some of the things we've found out about space. It includes sections on getting into space, manufacture of space vehicles, and what keeps the vehicle up there.

Chapter III, "Stories About Space," relates developments in space exploration technology to experiences found in the real life of children. The last section tells the story of Dr. Goddard, the father of American rocketry, and contains a timetable of firsts in missilery and space exploration.

The idea for *What's Up There* grew out of a discussion between Michael J. Vaccaro, assistant director for administration of the Goddard Center, and Patricia M. Spross, specialist in mathematics, U.S. Office of Education. Their conclusion that supplementary materials were needed led to the new and attractively illustrated book. It is the product of a joint effort by a team of scientists and educators. Dr. Vaccaro acted as committee chairman and Dr. Spross as project director.

Copies will be distributed to the State supervisor of mathematics for an initial tryout in 10 selected classrooms in each State. Each teacher and each pupil in the tryout will have his own copy—the teachers' copy will be like the pupils' except for the introduction and a section containing answers to the problems. The State supervisors of mathematics will request an analysis and evaluation from the teachers who use the book. Both NASA and the Office of Education officials hope that these analyses will be useful to persons developing materials for science and mathematics courses.

Copies of *What's Up There* are available at $1, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Cuban student loan program

About 2,400 Cuban students living in exile in the United States have enrolled for the spring semester in colleges and universities in 39 States, the District of Columbia, and Puerto Rico through the loan program for Cuban students the Office of Education administers.

Since the program began in February 1961, over 2,600 exiled Cuban students have received loans under the program at a total cost of $3.2 million. A student may borrow up to $500 a semester through the institution at which he is enrolled or will study. Students are eligible for loans if they have no other means of financing their education.

Los Angeles to acquire ETV

Los Angeles is on its way to acquiring its first noncommercial educational television station. Through a grant of $468,790 from the Department of Health, Education, and Welfare under the Educational Television Facilities Act of 1962, Community Television of Southern California soon will acquire transmission equipment for a station on channel 28. The new station will serve over 3 million students, at all levels of education. The total cost of the project—Federal funds must be matched—will be about $1,041,756.

The Los Angeles project brings to 11 the number of grants made under the act. The others were made to

Chicago Educational Television Association; Hampton Roads Educational Television Association; Utah State University of Agriculture and Applied Science; South Carolina Educational Television Commission (2 grants); Duluth-Superior Area Educational Television Corporation; Delta College District, Bay City, Mich.; Regents of the University of Georgia; School District of Kansas City; and School District No. 1, Denver.

Advisory committees for Public Law 88–156

The Secretary of Health, Education, and Welfare has appointed two advisory committees to assist the Children's Bureau with the administration of Public Law 88–156 the Maternal and Child Health and Mental Retardation Planning Amendments of 1963. The act, which went into effect on October 24, 1963, is one of two major pieces of legislation enacted by the 88th Congress (1st sess.) to prevent and combat mental retardation. (The other act, Public Law 88–164, the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, is the subject of an article elsewhere in this issue.)

The first committee, the Technical Committee on Clinical Programs for Mentally Retarded Children, will advise the Bureau on programs for mentally retarded children. The second committee, the Maternity and Newborn Advisory Committee, will consider policies for maternal care, particularly for mothers who have difficult pregnancies. Members of the committees represent the health professions, social work, and education.

Public Law 88–156 authorizes the appropriation of $265 million over a 5-year period for a program of grants to State and State health agencies for programs of maternal and child health services, services to crippled children, and the planning of comprehensive action to combat mental retardation. The act authorizes—

- A one-time appropriation of $2.2 million for grants to States for planning State and community action to combat mental retardation.
- An appropriation of $110 million for a 5-year program of grants to public health agencies for the health care of expectant mothers.
- Expansion of the Federal-State program of maternal and child health services: the act authorizes a raising of the annual ceiling on Federal funds, from $25 million to $50 million over a 7-year period beginning with fiscal year 1964.
- An increase for services to crippled children, from $25 million a year to $50 million by fiscal year 1970.
- An appropriation of up to $8 million a year for research projects on maternal and child health services or crippled children's services; the emphasis will be on applied research. The projects will be carried out under grants to, or contracts or cooperative arrangements with, public or nonprofit colleges and universities, and public or nonprofit research agencies and organizations engaged in research or in maternal and child health programs or programs for crippled children.

Centers established for project on pupil personnel services

The Interprofessional Research Commission on Pupil Personnel Services has set up a central office and four regional centers to conduct a 5-year research project on the effectiveness of the pupil personnel services in our schools. The project is being financed by a grant from the National Institute of Mental Health. The central office and each center will investigate different aspects of pupil personnel services, such as the job descriptions and professional identities of workers, how classroom teachers and administrators see these services, how clerical work can be reduced, and which is more effective—consultive work with teachers and parents or direct work with children.

School systems can help the project by reporting successful pupil personnel programs to the central office or a regional center or by making suggestions for aspects of personnel work needing research. Information and suggestions should be sent to one of these: Walter Waetzen (general director), Bureau of Educational Research and Field Services, University of Maryland; Merville Shaw, University of California—Los Angeles; Richard Byrne, University of Maryland; Richard Cutler, University of Michigan; or John Pierce-Jones, University of Texas.

The commission has received many inquiries about support for other research projects. At present it does not have funds for any other projects.

The commission, established 2 years ago to coordinate pupil personnel services, represents 16 professional groups. (For list of groups, see *School Life*, May 1963, p. 22.)

Occupational handbook

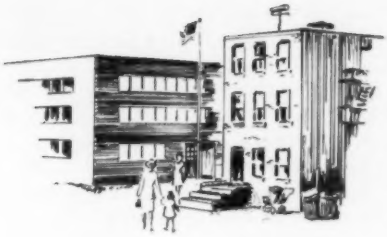
The Occupational Outlook Handbook: Career Information for Use in Guidance, a comprehensive study of the major occupations, prepared by the U.S. Department of Labor for the use of counselors, teachers, and librarians, can be purchased with title V, NDEA, funds. The Handbook contains comprehensive information on the nature of employment, employment outlook, training and qualification requirements, and earnings and working conditions of over 650 occupations. The latest edition, issued in 1963, includes fields not covered in previous editions, such as business administration, the performing arts, post office occupations, and computer operating.

Four States—California, Virginia, South Dakota, and Wisconsin—have purchased copies of the Handbook with title V–A funds for each of their schools.

The Handbook is for sale by the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402, for $4.50 a copy. The catalog number is L 2.3: 1300.

Preparing the City Child for His School

School-home cooperation in low-income neighborhoods



GENE C. FUSCO

EDUCATORS and other citizens are troubled by the increasing numbers of children in big cities who are academically, socially, and emotionally handicapped by the blighted environments in which they live. Many schools in these cities are trying through various preventive or remedial programs to help such children overcome their handicaps. Dr. Fusco has investigated school-home practices in 20 city schools and in his article below describes and analyzes some of those at the preschool level that show promise of being successful.

THERE IS AMPLE evidence that many children in depressed neighborhoods of our metropolitan areas enter school at a severe disadvantage as compared with their classmates from more prosperous neighborhoods.

The environmental handicaps of many culturally deprived children appear to be an important cause of their academic retardation and their failure to develop social skills.[1] Many of them enter school—

- Deficient in the ability to understand and use language
- Unable to concentrate or listen beyond very short periods
- Deficient in cognitive powers and visual and auditory discrimination
- Unfamiliar with scheduling and order
- Apprehensive in the school setting and suspicious of school staff members, and
- Lacking in intrinsic or extrinsic motivation to suceed in school.

Niemeyer observes that a large number of these children "move through school without developing the academic and social skills, or the personal and social attitudes and values necessary for productive lives. . . . For the large majority of these children, school, beginning with kindergarten, is an experience in pervasive failure." [2]

Martin Deutsch has pointed out that the effects of a preschool child's experience with the cultural poverty of a disadvantaged home may not appear until later. Nevertheless, the mark is there, and such a child may enter school with impaired ability and motivation to succeed. Deutsch calls attention to the inability of culturally deprived parents to satisfy a child's natural curiosity about his world. The child's tendency to turn to adults as a source of information in his effort to solve problems is continually thwarted in the deprived home.[3]

School personnel find that many of these parents have difficulty in demonstrating their interest in the academic success of their children; that others tend to be suspicious of or shy with teachers and administrators and are reluctant to visit the school. Their feelings of social inadequacy keep them from participating in parent-teacher and other groups for improving the schools.

If the program and services of depressed area schools do not meet the needs of deprived children, they become increasingly disillusioned and frustrated with the schools. Many drop out of school in the hope of going to work. But, because they are not prepared to enter a labor market demanding increasingly higher skills, they find themselves among the unemployed—and unemployables.

This tragic waste of talents and abilities is now a matter of national concern, for it is evident that the strength and vitality of our society depend upon each citizen's developing his potential.[4]

Dr. Fusco is specialist for school and community relations, Division of Educational Organization and Administration, Office of Education. He has contributed several articles to School Life *and is the author of several Office publications, the latest being* School-Home Partnership in Depressed Urban Neighborhoods (*OE–31008, Office of Education Bulletin 1964, No. 20, 74 pp. Washington, D.C., Superintendent of Documents, 40 cents*), *which reports in full the programs he discusses in his article.*

[1] The critical importance of the early years in human development is discussed by Benjamin Bloom in *Stability and Change in Human Characteristics,* published in April 1964 by John Wiley & Sons. Bloom estimates that extreme environments each year in the first 4 years of a child's life may affect the development of his intelligence by about 2.5 IQ points a year. By contrast, extreme environments during years from age 8 through 17 may have an effect of only 0.4 point a year. Bloom believes that a comparison of pupils from deprived and privileged environments will reveal a cumulative effect of environmental influences during their first 17 years of 20 IQ points. He emphasizes that whatever a child loses by failing to develop in one period, he cannot fully make up in a later period.

[2] John H. Niemeyer, "School Integration: The Schools' Responsibility," in Gordon J. Klopf (ed.), *Integrating the Urban School,* Bureau of Publications, Teachers College, Columbia University, 1963, p. 64.

[3] Martin P. Deutsch, "Early Intervention and the Schoolchild," *The School Dropout,* National Education Association, Washington, D.C., 1964; and "New York Gives 4-year-Olds a Head Start on School," *Life,* vol. 56, No. 14, Apr. 3, 1964. p. 78–89.

[4] For discussion of a large-scale proposal to deal with the education of the deprived, see *Innovation and Experiment in Education,* A Progress Report of the Panel on Educational Research and Development under the auspices of the President's Sci-

Given these conditions, how can schools help culturally deprived parents understand the kind of demands the school will place on their children? And how can the schools assist parents in preparing their children for formal education?

Interaction . . .

In the remainder of this paper, some school-home programs involving both parents and their children are described. In general, programs were designed to prepare children for school by developing their verbal and cognitive abilities.

. . . through parent assistance in classroom

A nursery education program for 3- and 4-year-old children is conducted in an elementary school in Detroit to help parents develop positive attitudes toward schooling and to guide them in promoting activities in the home that will prepare their children for the formal school experience.

The nursery classes meet in the late afternoon at the school every other day. Parents of the children enrolled—one parent for every five children— assist the teachers. In addition to attending the classes, the parents attend monthly meetings during which the teacher discusses characteristics of early child growth and

development. She usually bases her discussion on the queries of the parents. She may also demonstrate, with the assistance of the parents, desirable parent-child activities such as reading nursery rhymes.

The director of the program has said that after 4 years of constantly shifting and improving the activities for children and parents, school officials are convinced that the adjustment of the children who enter school with nursery school experience is markedly superior to that of the children who enter without such experience. She has also called attention to some byproducts of parents' involvement in the nursery program, such as their increased participation in parent-teacher groups, their improved attitude toward school and community, and more responsible parenthood.

. . . through parent observation and discussion

In Baltimore, the parent education unit of the Division of Adult Education sponsors and directs early childhood programs for children aged 2 to 4. The classes, which meet for 2½ hours one morning each week for

a 30-week period, were established primarily to help parents prepare their children for school. Children may not attend the classes without their parents, although parents and other adults may attend without children. The nature and purposes of these classes prompted the supervisor of parent education in that school system to refer to the program as "practice teaching in parenthood."

During the classroom sessions, the parents observe the children's activities and record their reactions on a form containing questions intended to guide their observations: "How did a child make friends?" "How did the teacher encourage a reluctant child to participate in the painting group?"

In the final hour of the 2½-hour session, while an assistant teacher continues to supervise the children's activities, the parents assemble in an adjoining room to discuss with the professional nursery school teacher some of their problems in rearing children.

The parents also have an opportunity to discuss their problems with the teacher in private conferences. Throughout the program the parents keep written records of their children's behavior at home. The school supplies a form and, like the form mentioned earlier, it contains guiding questions. The teacher reads the written records each week, writes comments on them, and returns them to the parent. These annotated records, along with the teacher's evaluation of the child's development, serve as a basis for individual parent-teacher conferences on the progress of both the child and the parent in class.

After participating in the program for 10 weeks, one mother of four small children, two of whom attended the classes, said that she no longer felt overwhelmed by her responsibilities at home. "I have a much better understanding of why the children behave as they do, and also why I react to them as I do."

. . . through conferences in the home

School-community coordinators attached to the staffs of some elementary schools in Philadelphia schedule regular home visits with parents of

children who will soon enter school. The visits, made during the spring and summer months, provide the coordinator with an opportunity to explain to the parents the kinds of activities their children will take part in in school. During the visits she suggests ways in which parents can help prepare their children for schooling. For example, she encourages parents to buy newspapers and magazines and

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ence Advisory Committee, March 1964, p. 29–38. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. 35 cents.

urges them to discuss the pictures in them with their children. She takes groups of parents on excursions to the city and guides them in taking trips on their own with their children. And she arranges for them to attend parent clinics held at the school during the summer months.

The coordinator's efforts are designed to narrow the gap between school and home by interpreting the nature of schooling to the parents and providing school staff members with information about home conditions that will aid them in working with children. One coordinator has observed that during her initial visits to homes in the neighborhood, parents treated her respectfully, but remained reserved and suspicious. "In time," she says, "they come to realize that I share with them a common interest—the education and welfare of their children. I can then lead them to take a more active part in preparing their children for school."

. . . through inschool workshops

At an elementary school in Chicago, parents of preschoolers are invited to the school in the spring for a series of

get-acquainted workshops. The parents are invited to gather in an attractive room and are given name tags and served refreshments. Pupil personnel workers assigned to the school—a school psychologist, a parent education counselor, a public health nurse, and a social worker—form a panel to discuss with the parents ways in which they can prepare their children to enter school.

For example, the panel urges parents to make certain that their children know their names and addresses, and encourages them to help their children become familiar with numbers through simple home exercises, such as counting silverware at the dinner table. Parents are shown how to teach their children nursery rhymes and are urged to read to them. Toward the end of the series, parents usually "open up" by raising questions and commenting on school programs and services.

Following the exchange with the panelists, the parents form small "buzz" groups to discuss problems which are related to their preschool children. The director of the workshop, the building principal, and the panelists meet with the individual groups. Afterward, the parents reassemble in a large group for more discussion with the panelists.

"In our relationships with parents," the director of the project says, "we do not make demands and talk *at* them; we make suggestions, and talk *to* them. We respect their individual worth and their opinions. When we brought them together and encouraged them to share their concerns about school with us, we were frankly amazed at the depth of their perception. As a staff, we learn as much as the parents from these exchanges—perhaps more."

. . . through pledge of cooperation

And in an elementary school district in St. Louis, the vehicle for promoting higher motivation among schoolchildren is large group meetings held regularly at each school. School officials inform parents that they bear a major responsibility for helping their children succeed in school. Parents of preschoolers as well as those whose children already attend school are provided with suggestions on how they can complement the efforts the teacher makes in behalf of their children.

The parents are encouraged to take a pledge of cooperation which solicits from them a personal commitment to help each child succeed in school. The parents pledge themselves to guarantee that each child will attend school regularly, that they will provide him with a quiet, well-lighted place to study in the home, that they will visit his teacher regularly, and join and become active in the local PTA group.

In addition, parents are provided with a mimeographed sheet called *Hints for Helpful Parents.* The hints

emphasize the responsibility of parents for helping their children build desirable study habits and their direct responsibility for regularly checking a specially designed homework assignment notebook, which is issued to each schoolchild.

The director of the district in which the program was launched has said, "We knew that unless parents joined us in raising the motivation of their children, our efforts would probably not succeed. We saw a direct connection between parental attitudes of hopelessness and apathy and the poor progress of their children in school, and we tried to do something about the former in order to improve the latter. The rise in pupil attendance and achievement in a 3-year period may be attributed primarily to our organized efforts to raise pupil and parent motivation."

A preliminary evaluation

We cannot evaluate the full impact of these practices at this early stage of their development. But perhaps we can make a preliminary evaluation of efforts designed to stimulate parent involvement in early school-home interaction in depressed neighborhoods.

♦ In general, economically and socially deprived parents are interested in their children's education and are eager for them to succeed in school. Their seeming indifference and apathy reflect their lack of knowledge about the nature of the demands the school places on their children; their lack of skills in preparing their

children for schooling; and the lack of time available to them to devote to such pursuits.

♦ Characteristically, school officials who operate on the theory that cooperation with the home early in a child's life provides a far greater social return than later programs which attempt to compensate for a child's cultural deficiencies, try to *describe* parents' behavior and to avoid making *judgments* about them. The early method prompts staff members to assess their own failures in devising means of reaching parents and engaging them in activities that will reinforce and complement school efforts made on behalf of their children.

♦ Staff efforts to engage parents early in the life of the child emphasize face-to-face meetings rather than secondary means of communication. Staff members carefully arrange for the parents' initial contacts with the school to insure an informal, congenial, and nonthreatening atmosphere. Programs for parents are based on respect for their individuality and dignity.

♦ The schools make special provisions for the working mother. Some schools schedule meetings of mothers, either individually or in groups, with teachers, counselors, and others. The meetings are held during the evenings or on Saturdays, either in the home or at a conveniently located place.

♦ Another means of multiplying the contacts and increasing the interaction between the professional staff and parents is provided through the services of a school-home agent attached to one or more schools. The agent can help parents understand the demands the school will place on their children and aid them in serving as partners of the school to insure that their children will be academically successful. And in his efforts to bridge the school-home gap, he can help the school staff to understand some of the home conditions that influence the attitudes and behavior of children.

♦ Schools which have taken the initiative in improving school-home interaction make their facilities available beyond the schoolday. These schools develop cooperative relationships with other community agencies in identifying and meeting the needs of both parents and children.

IF EARLY school action involving parent participation is an important method of improving the educational opportunities for culturally deprived children, findings of carefully designed and conducted research and demonstration projects are needed to provide the basis for wise and effective administrative decisions.

Some large-scale inquiries dealing with this problem are currently being made in Boston, Baltimore, New Haven, Ypsilanti, and the Centennial Joint School District in Pennsylvania.

Other projects organized to search for effective ways of involving parents in preschool programs are being developed by Mobilization for Youth, Inc.; the Institute for Developmental Studies at New York Medical College; Bank Street College of Education in New York City; and the Committee for Human Development at the University of Chicago.

The findings of these inquiries should be of great help to professional workers in their efforts to improve the educational opportunities of culturally deprived children.

School Assistance in Federally Affected Areas: Public Law 815 and Public Law 874

THE TEMPORARY PROVISIONS of the two acts under which the Federal Government provides financial assistance to school districts in "federally affected areas" have been extended for 2 years (fiscal years 1964 and 1965) by Public Law 88-210. The other provisions of these acts were made permanent in 1958.

These two acts are Public Law 815 and Public Law 874, both passed by the 81st Congress in 1950. Through Public Law 815 the Federal Government provides assistance for the construction of schools; through Public Law 874, for the maintenance and operation of schools. The purpose of both is to compensate school districts for financial burdens imposed on them by Federal activities in or near them.

School districts may receive assistance under these acts if they provide free public education to a substantial number of children whose parents either work or live, or both, on Federal property in the vicinity, or whose membership results directly from Federal activities, such as those carried on in private plants under Federal contracts. School children having this type of connection with Federal property or activity are called federally connected children.

A school district is eligible for assistance in any year under Public Law 874 if it has in its schools at least 10 federally connected children constituting at least 3 percent of its total average daily attendance during the year. A district is eligible for assistance under Public Law 815 if its application contains evidence that the district will have a substantial increase in the number of federally connected children by the end of the 2-year increase period covered by the application and therefore needs additional school facilities.

In the 13 years these 2 acts have been in effect, over 4,000 school districts in all of the 50 States and in Puerto Rico, Guam, the Virgin Islands, and Wake Island have received

assistance. The appropriations for these years total $2.9 billion; $1.7 billion under Public Law 874 and $1.2 billion under Public Law 815.

The need for assistance under Public Law 874, because of swelling school enrollments and increasing costs, has increased each year since the act was passed. The need for assistance under Public Law 815, however, has followed a different trend: it was at its highest in the first several years after the act was passed, until most of the backlog of school-construction needs accumulated during World War II had been met, but subsequently it has tapered off and leveled out.

Table 1.—Thirteen years of Public Law 874

Fiscal year	Applicant districts			Percent of total expenditures financed by Public Law 874 funds
	Number eligible	Net entitlement	Total current expenditures	
1951	1,172	[1] $29,611,018	$520,370,000	5.7
1952	1,763	45,026,148	825,926,541	5.5
1953	2,212	54,600,902	1,040,424,071	5.2
1954	2,524	69,071,132	1,284,960,000	5.4
1955	2,683	[2] 71,606,560	1,450,700,000	4.9
1956	2,825	80,874,345	1,754,530,000	4.6
1957	3,321	106,051,520	2,156,450,000	4.9
1958	3,343	116,641,127	2,578,486,000	4.5
1959	3,757	156,870,444	3,083,668,609	5.1
1960	3,797	184,840,145	3,534,582,784	5.2
1961	3,926	208,291,465	3,999,469,697	5.2
1962	3,998	238,876,792	4,419,718,387	5.4
1963	4,182	259,095,492	4,940,646,390	5.2

[1] Payments prorated at 96 percent of entitlement.
[2] Payments prorated at 99.5 percent of entitlement.

Table 2.—Thirteen years of Public Law 815

Fiscal year	Projects				Classrooms provided		Pupils housed	
	Filed		Reserved					
	Cumulative total	Annual increase	Cumulative total	Annual increase	Cumulative total	Annual increase	Cumulative total	Annual increase
1951	1,155	.....	307	.....	3,522	.....	102,464	.....
1952	1,930	775	1,193	886	13,699	10,177	395,249	292,785
1953	1,939	9	1,330	137	15,265	1,566	440,292	45,043
([1])	.....	(534)	.....	(472)	.....	(2,175)	.....	(60,895)
1954	3,543	1,604	2,436	1,106	22,528	7,263	643,839	203,547
1955	4,510	958	2,886	450	26,190	3,662	767,312	123,473
1956	4,991	490	3,215	329	28,535	2,345	811,576	44,264
1957	6,097	1,106	3,720	505	34,379	5,844	998,893	187,317
1958	6,795	698	4,067	347	41,946	7,567	1,225,467	226,574
1959	7,640	845	4,462	395	47,671	5,725	1,381,478	156,011
1960	8,290	650	4,670	208	49,489	1,818	1,444,517	63,039
1961	8,839	549	4,988	318	53,409	3,920	1,554,755	110,238
1962	9,431	592	5,269	281	56,299	2,890	1,639,294	84,539
[1]1963	9,712	281	5,454	185	58,167	1,868	1,694,381	55,087

[1] Unpaid entitlements provided under Public Law 83–357 and based on attendance of federally connected pupils before July 1, 1952, included in cumulative data for 1954 and succeeding fiscal years. Public Law 83–357 provided additional appropriations for fiscal year 1953.

Particulars of the provisions and accomplishments of the two acts are reported each year to the Congress by the U.S. Commissioner of Education. Copies of his latest report, *Administration of Public Laws 874 and 815: Thirteenth Annual Report* (OE–22003–63) are available from the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402, for $1 each. The tables given here have been adapted from that report.

Reprints from *Indicators*

Among the most valuable resources used in compiling this issue of *School Life* have been several issues of *Health, Education, and Welfare Indicators*, a sister publication in the Department of Health, Education, and Welfare. These useful articles, contained in issues from October 1963 through February 1964, now have been brought together as a single reprint: *1963: Year of Legislative Achievements in Education*. This reprint discusses all the major legislation passed by the Congress in 1963 affecting education. It also contains background papers on school enrollments, Federal funds for education, and the cost of higher education and financial resources available to college students. An article by Under Secretary Wilbur J. Cohen and Commissioner of Education Francis Keppel on the significance of the legislation introduces the publication.

***Indicators*, a monthly publication, contains articles on important problems and issues on health, education, and welfare and carries up-to-the-minute news on these topics, explained through charts, tables, and source notes. Its yearly supplement, *Health, Education, and Welfare Trends*, features summary articles on major trends during the year it covers, discusses long-term developments and needs, and information on items for which only annual data are available.**

Copies of *1963: Year of Legislative Achievements in Education* can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402, for 55 cents a copy. *Indicators* is available by subscription from GPO for $3.50 a year. The 1963 edition of *Trends* is now available, also from GPO, for $1 a copy.

Title III of the Mental Retardation Facilities and Community Health Centers Construction Act of 1963

Education of Handicapped Children

Only title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 provides expressly for the improvement of education and therefore is the only part of the act treated in detail in this issue. Titles I and II are briefly summarized in the box on page 11. The act is administered by the Department of Health, Education, and Welfare—titles I and II through the Public Health Service and title III through the Office of Education.

Title III of the Mental Retardation Facilities and Community Health Centers Construction Act of 1963 (Public Law 88–164, Oct. 24, 1963) authorizes a program for the training of teachers, supervisors of teachers, college instructors, research workers, and other specialists needed for the education of handicapped children; it also authorizes a program of research and demonstration on the education of handicapped children.

Public Law 88–164 extends the provisions of Public Law 85–926, an act to "encourage expansion of teaching in the education of mentally retarded children through grants to institutions of higher learning and to State educational agencies." In addition, it brings under its jurisdiction, after fiscal year 1964, the provisions of Public Law 87–276, an act authorizing a program of grants-in-aid to colleges and universities to assist them in improving courses of training and to establish and maintain scholarships for teachers of the deaf. (For the accomplishments of Public Law 85–926 and Public Law 87–276, see p. 12.)

The act defines "handicapped children" as children who are blind, partially seeing, deaf, hard of hearing, speech impaired, crippled, seriously emotionally disturbed, or mentally retarded, or who have other health impairments.

Title III authorizes an appropriation of $47 million for fiscal years 1964 through 1966 for training activities and $2 million for each of these years for the program of research and demonstration grants.

In January 1964 the Congress appropriated $11.5 million for the training program. The program already established under Public Law 87–276 for the training of teachers of the deaf will remain in effect until July 1, 1964, under an appropriation of $1.5 million. The research program of title III is being carried out under a $1 million appropriation made in 1963.

Title III is the result of the efforts of many organizations working for the welfare of the handicapped. Among the national groups the work of two is outstanding—the National Association for Retarded Children, Inc., and the Council for Exceptional Children. The first is a grassroots organization containing many parents; the second, an organization of 17,000 specialists in the education of the handicapped. Title III also reflects the recommendations of the President's Panel on Mental Retardation—27 specialists drawn from medicine, education, law, science, and the Federal Government, appointed by President Kennedy in 1961 to study the problem of mental retardation.

The Office of Education has long advocated special education for handicapped children. Since the 1930's it has had at least one specialist in this field, and it has worked particularly to improve the education of teachers for the handicapped.

Estimates of the number of school-age handicapped children in the United States needing special education in 1963 and the number of special education teachers they needed

Handicap	Estimates of prevalence (percent)	Estimated number of handicapped children	Average teacher-pupil ratio	Estimated total number of teachers required
Blind	0.033	16,192	1–8	2,024
Partially seeing	.06	29,441	1–15	1,963
Deaf	.075	36,801	1–10	3,680
Hard of hearing	.5	245,340	1–35	7,010
Speech impaired	3.5	1,717,380	1–100	17,174
Crippled	1.0	490,680	1–15	32,712
Special health problems	1.0	490,680	1–20	24,534
Emotionally disturbed or socially maladjusted	2.0	981,360	1–20	49,068
Mentally retarded	2.3	1,128,564	1–15	75,238
Total	10.5	5,136,438	.....	213,403

This table brings up to date a table in Statistics of Special Education for Exceptional Children: Chapter 5, Biennial Survey of Education in the United States, 1956–58 (OE–35048), by Romaine P. Mackie, Harold M. Williams and Patricia P. Hunter. For qualifying footnotes, see the original publication.

The Need

Over 5 million school-age children in the United States require special education because they are handicapped.

But only about a fourth of these children are now in school. In another 5 years, at the present rate of progress, State and local agencies will be able to provide educational opportunities for only a third of the handicapped children at their doors. Our schools need about 200,000 special educators for the handicapped. From 50,000 to 60,000 were available last year.[1]

Francis Keppel, U.S. Commissioner of Education, in testifying before a congressional committee last year, said, "The greatest obstacles to the advance of special education are the extreme shortage of qualified personnel and lack of scientifically tested knowledge." He pointed out that there is "an urgent need for more and better qualified educators to instruct all types of handicapped children. Only 2,000 degrees were granted in special education to teachers in 1959–60, though it is estimated that an additional 50,000 teachers are needed in the field of mental retardation alone. There has been an increase in the number of colleges offering professional preparation for teachers of handicapped children, but the colleges' efforts to expand and improve their programs are hampered by lack of funds and by a shortage of qualified teachers."

The President's Panel on Mental Retardation also pointed to the acute shortage of teachers and our lack of knowledge about mental retardation. And witness after witness before the congressional committees studying the need for legislation testified to the same obstacles. Among the witnesses were representatives of the National Association for Retarded Children, Inc., the Council for Exceptional Children, the National Foundation for the Blind, Inc., the National Association of State Directors of Special Education, and the Council on Education of the Deaf, as well as representatives of the President's Panel on Mental Retardation and the Department of Health, Education, and Welfare.

Francis P. Connor, president of the Council for Exceptional Children, pointed out the need for significant research:

"Programs for educating mentally retarded children have grown rapidly during the last 15 years. Many of the educational methods and techniques now being used are essentially untried through research. Curriculum research in every field which involves the adjustment of children is of great importance and could be undertaken in great volume if there were

[1] House Report No. 694, Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Committee on Interstate and Foreign Commerce, House of Representatives, Washington, 1963, p. 17.

The other titles of Public Law 88–164

Together, titles I and II of Public Law 88–164, the Mental Retardation Facilities and Community Mental Health Centers and Construction Act of 1963, are directed at preventing mental retardation and mental illness and at providing better care and rehabilitation for the mentally retarded and mentally ill. They stress the need for research, preventive measures, clinical and medical services, vocational rehabilitation, and residential care.

Title I. Research centers and facilities.—**Title I authorizes a total appropriation of $126 million over a 5-year period beginning in fiscal year 1964 for grants for the construction of research centers and facilities. Funds will be divided among the three types of grants described in the three parts of the title.**

Part A provides for project grants to assist public or other nonprofit institutions for research (or for research and related purposes) on human development—research which may find the causes of mental retardation and ways of preventing it or lessening its effects.

Part B authorizes grants for the construction of university-affiliated clinical facilities for the mentally retarded. These grants will assist public or other nonprofit colleges and universities in building facilities that will provide for "a full range of inpatient and outpatient services for the mentally retarded and facilities which will aid in demonstrating the provision of specialized services for the diagnosis and treatment, education, training, or care of the mentally retarded or in the clinical training of physicians and other specialized personnel needed for research, diagnosis and treatment, education, training, or care of the mentally retarded."

Part C authorizes grants to States for the construction, expansion, remodeling, replacement, and equipping of public and other nonprofit facilities for the mentally retarded.

Title II Community centers.—**Title II authorizes the appropriation of $150 million over a 3-year period, beginning with fiscal year 1965, for grants for the construction and establishment of public and other nonprofit community mental health centers. These facilities will offer services for the prevention or diagnosis of mental illness, the care and treatment of mentally ill persons, or the rehabilitation of persons recovering from mental illness. Centers will offer services to patients, including psychiatric treatment, day and night care, foster home care, rehabilitation, and diagnosis and evaluation, and consultive services to other centers.**

Appropriations authorized under titles I and II of Public Law 88–164 (the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963), fiscal years 1964–68

[In millions]

Program	1964	1965	1966	1967	1968	Total
Title I:						
Research centers [1]	$6.0	$8.0	$6.0	$6.0	.....	$26.0
Facilities:						
University grants [1]	5.0	7.5	10.0	10.0	.....	32.5
State grants	.....	10.0	12.5	15.0	$30.0	67.5
Total	110.0	25.5	28.5	31.0	30.0	126.0
Title II: Mental health centers [2]	.....	35.0	50.0	65.0	.....	150.0
Total, titles I and II	110.0	60.5	78.5	96.0	.....	276.0

[1] Maximum Federal share, 75 percent.
[2] Federal share, 33⅓ to 66⅔ percent.

For mentally retarded and deaf children

Accomplishments under Public Laws 85–926 and 87–276

Under Public Law 85–926, which was in effect 4 years (fiscal years 1960–63), 667 fellowships were awarded to about 465 persons to prepare leaders in the education of mentally retarded children.

Under Public Law 87–276, 866 scholarships were awarded at 48 colleges and universities during the first 2 years of operation (fiscal years 1962–63). The Office of Education estimates that during fiscal year 1964, the third year of the program, another 125 undergraduate scholarships and 252 graduate fellowships will be awarded.

Both of these programs will be under title III, Public Law 88–164. The program under Public Law 85–926 has already been absorbed; that under Public Law 87–276 will be on July 1, 1964.

available funds and, in some instances, available personnel * * *.

"One of the practical problems that is persistent is that of putting into practice knowledge found through research. In some instances the application of this knowledge through demonstration requires additional personnel and facilities which local school boards and State school systems are reluctant to provide from funds sorely needed for existing programs. These same school systems, however, would attempt to bear the costs of programs if the value of these innovations had been adequately demonstrated."

Administration of Title III

The first part of title III authorizes the Commissioner of Education to make grants to public or other nonprofit colleges and universities to help them provide for the professional or advanced training of teachers of the handicapped, persons preparing to become teachers, supervisors of teachers, speech correctionists, and researchers or persons preparing to become researchers in the education of handicapped children. This part of the act also authorizes the Commissioner to make grants to State educational agencies, to help them provide programs that will train teachers of handicapped children and supervisors of teachers of handicapped children.

These provisions will be carried out through fellowships, traineeships, short-term traineeships, and "stimulation" grants.

Fellowships are for full-time graduate study for 1 academic year beginning with the fall semester or quarter. Stipends will vary according to the level: $2,000 for the first-year level; $2,400 for the second; $2,800 for the third; and $2,800 for the fourth. A fellow will receive $400 for each dependent for each full year. The sponsoring institution will receive a support grant of up to $2,500 for each fellow.

Traineeships are for full-time senior year undergraduate study for 1 academic year beginning with the fall quarter or semester. Each trainee will receive a stipend of $1,600. The sponsoring institution will receive up to $2,000 to partly defray the cost of conducting the course in which the trainee is enrolled. Traineeships do not carry dependency allowances.

Short-term traineeships are for full-time summer sessions or for special study institute programs. Participants in a summer session will spend full time in a sequence of courses designed to prepare professional workers in specific fields of education of the handicapped. Stipends will be $75 a week; no allowances will be made for dependents. The sponsoring institution will receive up to $75 a week for each participant. Special study institute programs will bring together trained workers to review developments in specific fields. No institute will be shorter than 3 days. Participants will receive up to $75 a week or $15 a day, but no allowance for dependents. The sponsoring institution will receive an allowance equaling the cost of operating the institute in accordance with the proposal it submitted to the Commissioner of Education.

Stimulation grants will be made to institutions of higher learning to help them develop or expand programs for training professional workers in a particular field. Grants will be made for a fiscal year and will not exceed $20,000. An institution cannot receive more than two stimulation grants for the improvement of one field.

The second part of title III authorizes a program of grants for research or demonstration projects on the education of handicapped children. The purpose of the research projects will be to acquire knowledge directly applicable in the teaching of these children. Research projects will investigate unusual classroom problems and procedures. Demonstration projects will translate research results, observations, and ideas into practice by demonstrating new programs, procedures, classroom methods, and materials.

The Commissioner of Education will notify each State education agency of the amount of the grant-in-aid available to the State for use in preparing teachers for the handicapped and supervisors of such teachers. The amount will be based on the population of the State, but for no State will it be less than $25,000 or over $100,000. States must submit a plan for the use of the funds to the Commissioner of Education.

The Commissioner of Education will administer the program with the assistance and advice of advisory groups, as instructed by Public Law 88–164. An advisory council will advise him on policies and procedures for the administration of title III as a whole. He has selected six advisory committees for the six categories of handicaps to advise him on the teacher training program and six research panels (again, one for each handicap category) to advise him on the research and demonstration grant program. He will rely on these panels for the approval or disapproval of ap-

plications. In addition, he will appoint an overall research committee to assist him in establishing research policies and to make the final review of applications for research and demonstration.

The Commissioner of Education has prepared the administrative procedures for title III and has sent copies of them to institutions of higher education and State agencies. The first awards are now being made.

The Higher Education Facilities Act of 1963

"In all the years of our National life," President Kennedy said in a message to the 88th Congress, "the American people—in partnership with their governments—have continued to insist that 'the means of education shall forever be encouraged.'" The Higher Education Facilities Act of 1963 (Public Law 88–204) binds the people and their governments together in closer partnership, a partnership that has been tested again and again under numerous Federal acts over the past 100 years and in all has been found to be both workable and profitable. Under the 1963 act the Government is investing $1.2 billion in institutions of higher education and investing it where, it is generally agreed, dollars are most urgently needed—in academic facilities.

The Higher Education Facilities Act of 1963 will help meet a need that is already compelling, that is almost unanimously recognized, and that neither State and municipal governments nor private groups can meet by themselves.

BACKGROUND

The needs of higher education for instructional facilities are well documented in the records of the 88th Congress. In committee hearings experts from education, labor, industry, and government—no matter what their primary interest—generally agreed that the need was fast becoming acute. They presented ample facts to prove the need.

The facts are indeed impressive: they reveal the effort the country has made to build strong colleges and universities, the national interest in keeping them strong, and what they need in order to grow stronger. But more than that, they explain why the act concentrates funds on academic facilities.

Why Do Colleges Need More Facilities?

Here are a few of the facts, all drawn from reports of hearings before Senate and House subcommittees on education and publications of the U.S. Department of Health, Education, and Welfare and the Office of Education.

★ Colleges and universities of all types face constantly increasing enrollments at a time when they cannot provide the classrooms, laboratories, and libraries they need for students currently enrolled. In the fall of 1963, approximately 4.5 million students were enrolled in U.S. colleges and universities (63.4 percent were in public colleges)—7.7 percent more than in 1962. The Office of Education estimates that the 1965 enrollment will be 46 percent higher than the 1960, and the 1970 enrollment, 94 percent higher—this means 7 million students in college in 1970 (these estimates are based on the increase in population of the 18- to 21-year-old group and the assumption that the percentage of college students in this age group will rise from the current 38 per 100 to 48 per 100 by 1970).

★ There are several reasons why college enrollment is constantly increasing: There is a larger college-age population (the Census Bureau reports that the population of the 18- to 22-year-old group increased from 11.7 million in July 1960 to 13 million in July 1962, and estimates that the group may total 17.8 million by 1970); a larger proportion of the college age group is going to college; students are staying longer in college because of changing job requirements and greater emphasis on research; and the general increase in income since World War II makes it possible for more families to see their children through college.

★ Institutions at all levels, from 2-year colleges to graduate schools, are feeling the pressures of expanding enrollment. The President's Science Advisory Committee has said that the number of doctorates awarded annually in science, mathematics, and engineering should be increased from 3,000 in 1960 to 7,500 in 1970 and that the number of first-year graduate students in these three fields alone should be increased from 17,000 in 1960 to 40,000 in 1970. If the number needed for these and other fields is to be trained, the existing graduate centers must be improved and new graduate centers established.

Glenn T. Seaborg, Chairman of the Atomic Energy Commission and Nobel Prize winner, in testimony before the Senate Subcommittee on Educa-

***PRESIDENT JOHNSON**, on signing the Higher Education Facilities Act, pointed out its potential contributions to higher education and to the country:*

1. We will help to provide college classrooms for several hundred thousand more students who will nearly double college enrollment in this decade.
2. We will help to build 25 to 30 new public community colleges every year.
3. We will help to construct the technical institutes that are needed to close the gap in this crucial area of trained manpower.
4. We will help to build graduate schools and facilities in at least 10 to 20 major academic centers.
5. We will help to improve the quality of library facilities in our own universities and colleges.

Expenditures of institutions of higher education for physical plant, 1940 to 1960

School year:	Expenditure in millions of dollars
1940	84
1942	50
1944	27
1946	71
1948	306
1950	417
1952	403
1954	531
1956	681
1958	1,031
1960	1,192

Source: Reprinted from Health, Education, and Welfare *Indicators*, January 1964, p. xxvi.

tion, emphasized the need for graduate centers. Dr. Seaborg said:

♦ Additional centers of excellence are urgently needed. The growth of science requires more universities with superior facilities and outstanding groups of students.

♦ The need for improved facilities is urgent. The expansion of science in this country has outrun our ability to provide up-to-date space and equipment for either research or teaching. The immediate bottleneck today in many fields and in many universities is in buildings and equipment.

♦ Graduate education in science needs constant modernization.

Although Dr. Seaborg was speaking primarily about graduate education in science, he said: "It is important that these other fields [the arts and the humanities] not be slighted and discounted in today's rush toward science."

★ Junior and community colleges have been particularly hard pressed to provide facilities for their students. Between 1949–50 and 1959–60 enrollment in public 2-year colleges increased by 128 percent, in private 2-year colleges, by 24.7 percent. In the fall of 1963, approximately 770,000 college students (1 out of every 7) were in 2-year colleges and 690,000 of them were in public 2-year colleges.

★ Two-year colleges will very likely become increasingly popular for these reasons:

They meet the needs of students who plan to go into jobs that do not require 4 years of college.

They offer an opportunity to students who can't afford 4-year colleges, which are generally more expensive than 2-year colleges, or can't afford to go away from home to college. (Studies indicate that a high school graduate's likelihood of going to college is 50 percent greater if he lives within 20 or 25 miles of a college.)

They gear some of their programs to local needs and job opportunities.

What Will It Cost to Expand?

If the colleges and universities are to provide for the students who will soon be knocking at their doors, Commissioner Keppel said before the Senate subcommittee, they will have to spend $2.3 billion a year on physical facilities. We estimate, he said, that the colleges will need to spend $1 billion more a year until 1970 than they are now spending. Most of the increase will have to go into new construction, primarily for instructional facilities. That much is needed does not mean that the colleges have been standing still.

Year by year both public and private institutions have increased the total expenditures for physical facilities—from $403 million in 1952 to $1,192 million in 1962. A large proportion of their expenditures has been for new construction, but a fairly large proportion of the increase has gone into rising costs (construction costs rose by 36 percent between 1952 and 1962, according to the American Appraisal Co. index of construction, which uses 1947–49 as the base period).

Can the Colleges Afford To Expand?

The question before the Nation has been whether institutions could increase their expenditures to the $3 billion needed in time to provide for immediate enrollment increases. A number of persons, among them Commissioner Keppel, have said they could not.

Speaking before a Senate subcommittee last year, Commissioner Keppel said: "We believe, and the virtually unanimous councils of higher education proclaim, that States and municipalities cannot provide the additional funds institutions need now nor can contributions from private sources provide sufficient funds for private institutions."

Here again the conclusion is backed up by facts:

★ Expenditures of State and local governments for services other than higher education have been constantly increasing: For public elementary and secondary schools (up from $9.8 billion a year in 1954–55 to $19.5 billion in 1962–63); for expanding State and local payrolls (up by 40 percent since 1950); and for health and welfare services, (States pay $6.1 billion a year for health and sanitation alone).

★ State and local debt has risen sharply. In 1954 the per capita public debt of State governments was $61; local governments, $185; and Federal Government, $1,713; in 1962 the comparable figures were: State, $118; local $325; and Federal, $1,630.

★ State and local appropriations are the major source of funds for public colleges and universities. In 1961–62 these institutions spent $456.5 million on new construction and rehabilitation of facilities. More than one-third (37.7 percent) of the funds to cover expenditures for construction came from governmental appropriations (State, local, Federal) and more than one-half from the sale of bonds. In the same year, private colleges and universities spent $302.7 million on new construction and rehabilitation of facilities. Their funds came from three major sources: gifts and grants, 43.3 percent; revenue bonds, 22.9 percent; and commercial loans, 9.7 percent.

Is Not the College Problem a National Problem?

The need of colleges and universities to provide instructional facilities for increased enrollment is only one side of the picture: on the other side there is the country's need for trained men and women. On this point again the evidence is unquestionable. The demand for educated manpower has been increasing steadily for a decade, and faster for persons with graduate degrees than for any other group in the labor force.

Between 1953 and 1962 the number of jobs requiring 16 years of education or more increased by 47.6 percent, from 5.4 million to 8 million. Estimates indicate that the demands for highly trained manpower will continue to increase, and that approximately 100 graduates with doctoral degrees are needed each year for every million persons in the population. So far the country is not reaching that estimate nor are there enough graduate schools available to train that number. To produce the trained manpower needed for economic growth, cultural development, and national security would require at least 50 additional quality graduate schools. Moreover it is important that the centers should be widely dispersed geographically. Currently 20 schools are producing 55 percent of the doctorates, and these schools are concentrated in a few States.

A Defense Department study reporting in 1962 on the distribution of Government contracts shows that contracts have tended to go to communities in which there are strong universities, particularly with graduate schools. The study led President Kennedy to say: "We need many more graduate centers, and they should be better distributed geographically. New industries increasingly gravitate to, or are innovated by, strong centers of learning and research. The distress area of the future may well be one which lacks centers of graduate education and research."

In the next few years advances in science and technology will create new demands not only for highly trained persons but also for semiprofessional technicians to assist them. But the semiprofessional technicians will not be available unless they are trained in the next few years, for already there is a shortage. Just in the last decade the number of semiprofessional technicians employed increased by 40 percent—the second fastest growing section of the labor force. As the demand is still increasing rapidly, the need for technicians is fast becoming acute.

The Bureau of Labor Statistics estimates that the country needs to increase the number of semiprofessional technicians between 1960 and 1970 by about 600,000.

In the past technicians were trained on the job, but science and engineering are making such rapid advances that job experience is no longer enough. Moreover, experts in the training of semiprofessional technicians all say that the training should be given at the college level, that stiff courses in mathematics and physical sciences should be required and should be taught by college instructors who understand the work technicians do.

Authorization for appropriations for the Higher Education Facilities Act of 1963, in fiscal years 1964–66

(In millions)

Purpose	1964	1965	1966	3-year total
Title I: Grants for construction of undergraduate facilities	$230.0	$230.0	$230.0	$690.0
For 4-year public and private colleges and 2-year private colleges (or 78 percent of amount appropriated)	179.4	179.4	179.4	538.2
For 2-year community colleges and 2-year technical institutes (or 22 percent of appropriation)	50.6	50.6	50.6	151.8
Title II: Grants for construction of graduate facilities or cooperative graduate centers	25.0	60.0	60.0	145.0
Title III: Loans for construction of undergraduate or graduate facilities	120.0	120.0	120.0	360.0
3-year total	375.0	410.0	410.0	1,195.0

To help fill all these needs of higher education and in turn the needs of Government, industry, labor, and the professions, the Higher Education Facilities Act authorizes an investment of $1.2 billion. Although Federal funds spent under the act are ostensibly an investment in instructional facilities, they are in reality also an economic investment.

That money invested in education yields a high return to the national economy has been proved in numerous studies. Studies have reported such facts as these:

★ The Cabinet Committee on Economic Growth reports that a rising level of American education has been the key generator of long-term economic progress in this country.

★ A study of the growth of output per worker for the period 1929–57 found that two-fifths of the increase in real production per worker—an increase of 56 percent— could be attributed to improvements in the quality of labor resulting from formal education.[1]

[1] *Education Legislation—1963*, hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare, 88th Cong., 1st sess., vol. 1, p. 408.

THE ACT

Through its penetrating examination of the needs of higher education, the Congress became convinced that the security and welfare of the country required that the young people should have ample opportunity to develop their intellectual capacities and that their opportunity would be jeopardized if the institutions of higher education were not assisted in meeting their most pressing construction needs. The conviction was held by Democrats and Republicans alike and led to passage of the Morse-Green bill (H.R. 6143). When President Johnson signed the bill on December 16, 1963, it became Public Law 88–204, The Higher Education Facilities Act of 1963.

The act makes the U.S. Commissioner of Education responsible for administering the act and gives him the authority he needs to do the job. The Act provides for—

- A 5-year program of matching grants and loans to any qualifying institution of higher education (public and private nonprofit, 2-year, 4-year, and graduate), both grants and loans to be used for the construction of academic facilities.
- The authorization of $835 million in grant funds and $360 million in loan funds during the first 3 years of the program, and for the last 2 years only such sums as later Congresses may later authorize. (This break in authorization was made to give the Congress an opportunity to review the program after it had been in full operation.)
- The allotment, administration, and use of appropriations under four titles.

The Act prohibits—

- Any department, agency, office, or employee of the United States from exercising any direction, supervision, or control over or imposing any requirements or conditions on the personnel, curriculum, methods of instruction, or administration of any educational institution under authority of the Act.

Definition of terms as they are used in the act

Academic facilities

Structures suitable for use as classrooms, laboratories, libraries, and other facilities for related instruction, research, or administration of an institution of higher education. The term includes maintenance, storage, and utility facilities essential to the operation of any of the foregoing facilities. It excludes any facility intended primarily for these purposes:

- For events for which the public is charged for admission;
- For a gymnasium or for athletic or recreational activities other than for physical education courses. (There may be other exceptions if Commissioner determines that the physical integration of gymnasium and recreational facilities with other facilities included under the act is required to carry out the objectives of the act.)
- For sectarian instruction or religious worship or for use primarily in the program of a school or department of divinity (either an institution or a part of an institution that is set up specifically to prepare persons for the ministry or other religious vocation or for teaching theology.)
- For a school of medicine, dentistry, osteopathy, pharmacy, optometry, podiatry, nursing, or public health. (These last eight schools were excluded because they may receive funds for construction under Public Law 88–129, the Health Professions Act.)

Construction

Erection or expansion of structures and acquisition and installation of initial equipment; acquisition of existing structures; rehabilitation or replacement of structures or built-in equipment; or a combination of any two or more of these uses.

Development cost

The amount that the Commissioner finds it will cost an applicant (for a grant or a loan) to construct an academic facility, to acquire land on which the facility is located, and to make the necessary improvement of the site. The amount excludes any cost an institution incurred or contracted to pay for a facility before the 1963 act was passed (December 16, 1963).

In determining the amount of a grant under titles I and II, the Commissioner will deduct from the development cost the amount of a Federal grant an institution has obtained or has been promised under any other act for the construction that is to be financed by a grant under title I or II; he will also deduct the amount of non-Federal funds the institution has agreed to spend or has spent as a condition of getting the other Federal grant.

In determining the amount of a loan under title III, the Commissioner will deduct from the development cost an amount equal to any Federal assistance an institution has obtained or has been promised under any other act for the construction of an academic facility that is to be financed with a loan under title III.

Federal share

The percentage of the development cost of a construction project under titles I and II that may be paid for out of funds under the act. The maximum share of a project for a 4-year public or private nonprofit college, a 2-year private nonprofit college, a graduate school, or a cooperative graduate center is 33⅓ percent; for a community college or technical institute, 40 percent.

Under title I the State commission determines the precise percentage that a 4-year public or private and a 2-year private nonprofit college will receive. The commission may write into the State plan objective standards and methods for de-

TITLE I

Grants for the Construction of Undergraduate Facilities

Under title I the act authorizes a 5-year program of grants for the construction, rehabilitation, improvement, alteration, or acquisition of academic facilities in undergraduate colleges and universities, both public and private nonprofit. To finance these grants in the first 3 fiscal years of the program, the act authorizes an appropriation of $230 million a year to be divided among the institutions as follows:

Public community colleges and public technical institutes	22 percent
Public and other nonprofit 4-year colleges and 2-year nonprofit colleges and technical institutes	78 percent

The authorization for title I is particularly important to the States and the controlling boards of nonprofit institutions for three reasons:

First, title I says that funds appropriated for projects for fiscal year 1964 (which ends June 30, 1964) but not obligated during the year can be carried over to the end of the next

termining the percentage for each approved project, or it may fix a uniform percentage for all approved projects for such institutions. (In no case will the Federal share be more than 33⅓ percent of the development cost.) For example, an eligible 4-year college wishing to build an academic facility at a cost of $1,200,000 could get at the most a Federal grant of $400,000 for an approved project. It might get less if the commission has fixed a uniform percentage or handles each application separately and recommends less than 33⅓ percent. A 2-year public community college or public technical institute wishing to build an academic facility at a cost of $1,200,000 would get $480,000 for an approved project.

Higher education building agency

(1) A State instrumentality or agency authorized to provide academic facilities for institutions of higher education or to finance the construction of such facilities for such institutions.

(2) A nonprofit corporation established by an institution of higher education to provide academic facilities for it. Such a corporation may use loan funds under the act on the condition that the title to any property the corporation builds or purchases with loan funds will pass to the institution if and when the corporation dissolves.

Institution of higher education

Any college or university which meets these qualifications:

Admits as regular students only persons who have a certificate of graduation from a high school or its equivalent.

Has State authorization to conduct an educational program beyond the high school.

Provides a program for which it awards a bachelor's or provides not less than a 2-year program which is acceptable for full credit toward a bachelor's degree or offers a 2-year technical institute program.

Is a public or other nonprofit institution.

Is accredited by a nationally recognized accrediting agency (the act requires the Commissioner to publish a list of these agencies) or has its credits fully accepted by three or more accredited institutions. The act makes two exceptions in the accreditation requirements: it says, *first*, that if no nationally recognized agencies are qualified to accredit 2-year technical institutes, the Commissioner will appoint an advisory committee to set up standards for them and to determine which institutes meet the standards and qualify for assistance; and *second*, that the Commissioner may grant or lend funds for construction to an institution if he is convinced that it will qualify for accreditation when the project for which assistance is requested is completed or when that project and others under way or planned for construction within a reasonable time are completed.

Public community college and technical institute

An institution of higher education under public control organized and administered primarily to conduct either a 2-year program that is acceptable for full credit toward a bachelor's degree or a 2-year program in engineering, mathematics, or the physical or biological sciences that prepares the student to work as a semiprofessional technician in one of these fields or in other technological fields. A qualified 2-year institute that is a branch of a 4-year college is eligible for a grant if it is not in the same community as the 4-year college.

Cooperative graduate center

An institution or a program created by two institutions of higher education (or more) and offering graduate work to students of both institutions which neither could offer separately as proficiently or as economically.

Cooperative graduate center board

A board which is organized to establish, construct, and maintain the cooperative center and coordinate academic programs. It must be composed of representatives of participating institutions and the community surrounding the center.

High school

Grades through but not beyond grade 12.

Nonprofit educational institution

An institution which is owned and operated by a corporation or association but from which neither the owners, private shareholders, nor others, receive any profits.

Public educational institutions

The term excludes those controlled by any agency of the U.S. Government.

State

The 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, and American Samoa.

State commission (title I)

A body of citizens representative of the public and institutions of higher education (including junior colleges and technical institutes) appointed by the Governor and authorized by law to draw up and administer the State's plan for participating in the program under title I.

The State plan (title I)

A plan submitted and administered by the State commission, establishing the policies and procedures which the State commission will follow in reviewing applications for grants under title I, and determining relative priorities, and Federal shares for title I projects.

fiscal year. This provision gives them more time for estimating their needs, filing applications, and raising matching funds.

Second, title I says that if the Congress appropriates less than the amount authorized ($230 million) in fiscal years 1964 and 1965, it may, in succeeding years, make up the difference between the amount authorized and the amount appropriated in 1964 and 1965. This provision will very likely increase the possibility that the full amount authorized will eventually be appropriated.

Third, it says that the Commissioner may reallot funds appropriated for fiscal years 1965 and 1966 but not obligated for particular projects by the close of the year for which they were allotted.

For public community colleges and technical institutes

Because of the special need for public community colleges and technical institutes, the act singles them out for special attention: it not only earmarks funds for them but authorizes the Commissioner to pay a larger percentage of the construction costs of projects than it does for other institutions. The percentage of the construction cost of a project paid for out of Federal funds under the act is called the "Federal share" (for definitions of the term "development cost" see p. 16). The Federal share of the construction costs of projects for pub-

lic community colleges and technical institutes is fixed at 40 percent and of other institutions, a maximum of 33⅓ percent.

To be eligible for a 40-percent grant, a public community college or a public technical institute must qualify as an institution of higher education (see definition p. 17) and in addition it must be—

- ✓ *under public supervision and and control*
- ✓ *organized and administered principally to provide a 2-year program that is acceptable for full credit toward a bachelor's degree,* OR
- ✓ *organized and administered principally to conduct a 2-year program in engineering, mathematics, or the physical or biological sciences which prepares students to work as semiprofessional technicians in one of these three fields or in other technological fields.*

A 2-year branch of a 4-year college is also eligible for a 40-percent grant if it is in a different community.

Funds for the public 2-year colleges will be allotted among the States on the basis of the income per person and the number of high school graduates in the most recent year. This means that funds are directed to the States with the largest number of prospective college students and the least ability to finance expansion of facilities. If $230 million is appropriated for fiscal year 1964, 22 percent of the total, or $50.6 million, will be available to public 2-year community colleges and technical institutes. Out of the $50.6 million each State will be allotted an amount which bears the same ratio to $50.6 million as the product of the number of its high school graduates in the 1962–63 academic year and its allotment ratio bears to the sum of the corresponding products of all States.

As soon as possible after the funds are appropriated for each fiscal year, the Commissioner will compute each State's allotment ratio, using the formula prescribed in the act. Each State's allotment ratio equals—

$$1.00-\left(.50\times\frac{\text{per cap. income for the State}}{\text{per cap. income for 50 States}}\right)$$

The computation will be based on Census Bureau data on average income for the 3 most recent years.

No State's allotment ratio will be less than .33⅓ nor more than .66⅔; the allotment ratio for Puerto Rico, the Virgin Islands, Guam, and American Samoa will be .66⅔. If the Commissioner finds that the cost of school construction in any fiscal year in a State is twice the median costs in all States, the State's allotment ratio will be .50.

From these allotments to the States the Commissioner will make grants to public 2-year community colleges and public technical institutes *only for construction projects that will substantially expand capacity for enrollment or create new capacity for enrollment.*

For other institutions of higher education

Institutions of higher education other than public community colleges and public technical institutes will share in $538.2 million for academic facilities in the first 3 years of the grant program if the full amount authorized is appropriated. Under the provisions of title 1, 4-year public or private nonprofit institutions and 2-year private nonprofit institutions that qualify under the act's definition of an institution of higher education (see definition, page 17) are eligible for a grant for specific types of facilities.

In each fiscal year the Commissioner will allot grant funds for "other" colleges to the States in two parts: One-half on the basis of each State's proportion of the total U.S. enrollment in all institutions of higher education public and private, and one-half on the basis of each State's proportion of the total enrollment in high school grades 9 to 12, inclusive, public and private. In determining enrollment, the Commissioner will use the latest satisfactory data available to him for the most recent year.

Assuming that $230 million is appropriated and that $179.4 million (or 78 percent) is available to colleges other than public community colleges and technical institutes in fiscal year 1964, each State will be allotted an amount which bears the same ratio to $89.6 million as its enrollment in institutions of higher education bears to the total enrollment in all States, *plus* an amount which bears the same ratio to $89.6 million as its enrollment in grades 9 to 12 bears to the enrollment in grades 9 to 12 in all States.

From each State's allotment the commissioner will make grants to cover the Federal share of the construction costs for projects in other institutions. The maximum Federal share is 33⅓ percent of the cost; the

Seed Money

It is possible that the Federal appropriation under title I, what Senator Case has called "seed money," may stimulate an investment of almost $2 billion in academic facilities in undergraduate colleges in the first 3 years of the grant program. If the full amount authorized is appropriated and used in 1964 though 1966 the totals shown below will be available for construction of academic facilities:

	In millions
Public community colleges and public technical institutes	$379.5
Federal grants (40 percent)	151.8
Matching funds (60 percent)	227.7
Public and other nonprofit 4-year colleges and nonprofit 2-year colleges	1,614.6
Federal grants (33⅓ percent)	538.2
Matching funds (66⅔ percent)	1,076.4

State commission determines the precise percentage (see definition of Federal share).

These institutions—4-year public and private nonprofit and 2-year nonprofit colleges—may use the funds under table 1 *only for a building or part of a building that is designed especially for instruction or research in the natural or physical sciences, mathematics, modern foreign languages, or engineering or for use as a library; only if construction will begin within a reasonably short time; and only if the completed building increases capacity or creates new capacity for enrollment.*

The State plan

Before institutions of higher education in a State can receive grants under title I, the State must do these things:

★ Designate, as the State commission, a State agency that is "broadly representative of the public and of institutions of higher education (including community colleges and technical schools)." If no existing agency meets this requirement the State must establish one.

★ Submit to the U.S. Commissioner of Education, through the State commission a State plan which—

Names the State commission as administrator of the plan.

Sets up objective standards and methods for determining which eligible projects submitted by institutions will have priority and for determining whether a particular project for an institution other than a public community college or a technical institute will get the maximum Federal share of 33⅓ percent of its construction cost or a smaller percentage.

Commits the State to use its allotment or reallotment only for the purpose for which it is granted.

Agrees to give every applicant for a project who is adversely affected by a decision an opportunity for a fair hearing.

Makes provision for proper control of and accounting for Federal funds paid to the State under this program and for making the reports the Commissioner needs.

During the first 2 years of the act the Commissioner is authorized to spend up to $3 million a year on the proper and efficient administration of State plans, including the necessary expense of preparing them.

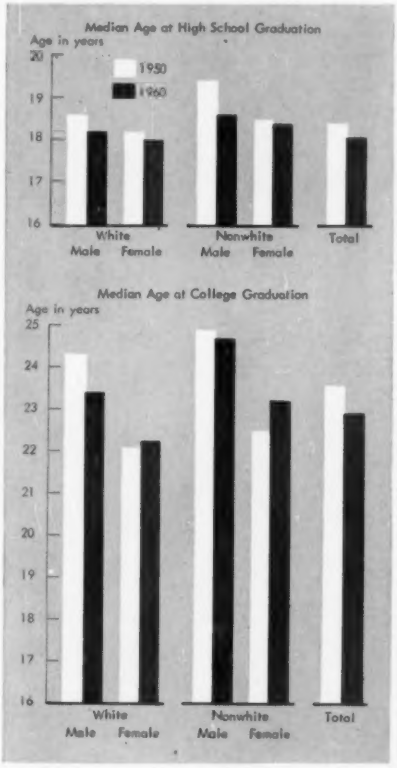
Approval of State plans

The Commissioner will approve State plans that meet the requirements listed above, and will give the State commission an opportunity to be heard before he finally disapproves a State plan. If, after a plan is in operation, the Commissioner finds it has been so changed that it is not complying with the act or that the commission is not complying with its plan, he will notify the commission of this fact and give it an opportunity for a hearing. Until the Commissioner is satisfied that there is no longer a failure to comply he will not consider the State eligible to participate in the program and will so notify the commission.

The State in turn has the right to contest his action on this and certain other points. It may appeal to the

Statistic of the Month

Younger Graduates



Median age of students graduating from high school and from college, by sex and color, 1950 and 1960

High school and college students are graduating at younger ages than formerly. Between 1950 and 1960 the median age of high school graduates dropped from 18.4 years to 18.1, and the median age of college graduates dropped from 23.6 years to 22.9. By color and sex, the estimated median ages of graduates in the 2 years were as follows:

	1950	1960
	High School	
White	18.4	18.1
Male	18.6	18.2
Female	18.2	18.0
Nonwhite	18.8	18.5
Male	19.4	18.6
Female	18.5	18.4
Total	18.4	18.1
Male	18.6	18.3
Female	18.2	18.0
	College	
White	23.7	22.9
Male	24.3	23.4
Female	22.1	22.2
Nonwhite	23.8	23.9
Male	24.9	24.7
Female	22.5	23.2
Total	23.6	22.9
Male	24.3	23.5
Female	22.2	22.3

Source of data in both this table and the chart opposite is *Current Population Reports* of the Bureau of the Census, Series P–23, No. 9.

Among the reasons for the differences between the college graduates of 1950 and those of 1960 are these: The class of 1950 contained many veterans, who were older than the average college student; students now graduate from high school at a younger age; and interest in part-time study toward a degree is increasing, particularly among nonwhite women.—*Rose Marie Walker, educational statistician, Office of Education.*

It is possible for an institution—4-year or 2-year, public or private nonprofit—to get both a loan and a grant under the act. Assume, for example, that a liberal arts college is planning to build a new science and mathematics hall at an estimated cost of $900,000. If the college is eligible on all counts and meets all conditions for a grant and all conditions for a loan it might get—

A maximum Federal grant under title I for one-third of the developmental cost	$300,000
A grant from non-Federal sources for one-fourth of the cost	225,000
A maximum loan under title III	375,000

U.S. Court of Appeals in the circuit in which it is located. The findings of fact by the Commissioner, if supported by substantial evidence, will be conclusive. The Court may affirm or set aside the Commissioner's decision, either in whole or in part. The Court's decision will, however, be subject to review by the Supreme Court of the United States.

Basic criteria

The Commissioner is now working out regulations covering the basic criteria which the States must meet in preparing their plans. The act provides that the basic criteria must be strict enough to achieve the objectives of the act and at the same time flexible enough to permit a State plan to serve the State's particular needs. The criteria must give special consideration to the expansion of undergraduate enrollment capacity.

The regulations may include criteria covering the extent to which facilities are being used effectively and they may allow State plans to group facilities or institutions for priority purposes.

The regulations will also prescribe the basic criteria for determining the Federal share of the development cost of any eligible project for institutions other than public community colleges and public technical institutes. In no event will the Federal share of the development cost of a project for an institution other than a public community college or a public technical institute exceed 33⅓ percent.

The act requires the Commissioner to publish the proposed regulations on priority and criteria for the Federal share in the *Federal Register* and to provide an opportunity for interested persons to give him their views on the regulations.

Applications for grants and conditions for approval

To obtain a grant under title I, an institution must apply for it at the time and in the form the Commissioner prescribes. The application must contain all the information he needs to make a decision. Generally speaking he will approve an application that meets these conditions:

(1) The institution and the project are eligible, the project has been approved and recommended by the State commission, the State commission has certified the Federal share of the cost, and there are funds enough in the State allotment or reallotment to cover the Federal share.

(2) The project has a higher priority than all other eligible projects in the State for which funds have not been reserved under title I.

(3) The Commissioner has determined that the structure will not be elaborate and will be constructed economically, that Federal funds will be used only for the projects covered by the application, that funds are available to cover the cost not borne by the Government and to provide for the effective use of the facility upon its completion, that the building will be used as an academic facility for at least 20 years (the period of Federal interest under the act).

Amount of the grant and payment

After he has approved an application for a grant the Commissioner reserves the amount of the grant in the State's allotment. This amount he pays directly to the institution. If, however, the development cost of the project turns out to be higher than the estimates made in the application, the Commissioner may, with the approval of the State commission, reserve an additional amount of the State's allotment (available at the time of the original approval of the project)—enough to cover the Federal share of the added cost.

TITLE II

Grants for the Construction of Graduate Schools and Centers

To assist in improving graduate schools and cooperative graduate centers and to establish new graduate schools and excellent centers, title II authorizes the Commissioner to make grants to such institutions yearly for 5 years for the construction of academic facilities as these terms are broadly defined in the act (see box, p. 16). To finance the grants, title II authorizes the Congress to appropriate $25 million for the fiscal year ending June 30, 1964, and $60 million for each of the 2 succeeding years. Funds appropriated for fiscal year 1964 but not obligated will be carried over and will be available for grants until the end of fiscal year 1965.

Funds that are appropriated for fiscal years 1965 and 1966 and not obligated for projects in these years cannot be carried over. The Commissioner will make grants directly to the institutions of higher education and the center boards, both public and private, that apply for them. He is prohibited, however, from granting more than 12½ percent of 1 year's appropriation to institutions in one State and from approving grants for more than 33⅓ percent of the development cost of a single construction project.

As soon as possible after an appropriation is made the Commissioner

will notify institutions when to apply for a grant and the kind of information to include in an application—the kind of facts he will need to approve applications.

The Commissioner will review each application for a grant in the light of the purposes of title II: Would the grant lead to a greater supply of persons with graduate degrees? Would it contribute to better geographical distribution of graduate schools and cooperative centers? Would it assist in establishing excellent graduate schools and cooperative graduate centers? In his review the Commissioner will consider which applications to approve, in what order to approve them, and the size of the grant to make. But before he approves an application for a grant he must consult an advisory committee on graduate education, which title II establishes in the Office of Education. In addition to advising the Commissioner on applications for grants, the committee will advise him on the preparation of general regulations and policy matters in administering title II.

The advisory committee on graduate education will consist of the Commissioner, who will be chairman, one official from the Office of Science and Technology in the Executive Office of the President, one from the National Science Foundation, and eight members who are leading authorities in education, at least three of them from the humanities and at least one of these three from a graduate school of education.

TITLE III

Loans for the Construction of Academic Facilities

TITLE III differs from titles I and II in one major respect: it authorizes loans instead of grants and authorizes them for higher institutions at all levels, from 2-year institutions through graduate schools. Like the first two titles, it authorizes funds solely for the construction of academic facilities in both public and private nonprofit institutions of higher education, and like them it authorizes a 5-year program and appropriations for the first 3 years—$120 million a year for the year ending June 30, 1964, and the 2 succeeding years.

Although the Commissioner will deal directly with the institutions in making loans, he is required by the act to limit the amount of loans going to institutions in any one State to 12½ percent of the total loans made under title III.

The loan program under title III is similar to the College Housing Loan program (Public Law 81–475), which provides for loans to colleges and universities for residential facilities, dining halls, and student unions. Since 1950, when the law went into effect, more than 900 colleges and universities have borrowed $1.5 billion from the Government. No college or university has ever defaulted on a loan.

The loan

GENERALLY speaking, title III leaves decisions on details of the loans to the Commissioner, but on a few points its provisions are specific. For example, it requires the Commissioner to see that three conditions are met before he approves a loan for the construction of an academic facility:

★ That at least one-fourth of the development cost of the facility must be paid for out of non-Federal funds.

★ That the applicant cannot obtain the amount of the loan from any other source on terms as favorable as the terms of the Federal loan under this act.

★ That the facility will be constructed economically and neither the material nor the design will be elaborate.

The Commissioner has authority to decide what security to require for each loan, the precise term of the loan, and the interest rate. But title III fixes a maximum on terms and a minimum on rates:

★ Every loan must be repaid within 50 years.

★ The annual interest rate must always be at least one-fourth of 1 percent higher than the annual interest rate that the Government pays on all its interest-bearing obligations forming a part of the public debt at the end of the preceding fiscal year adjusted to the nearest one-eighth of 1 percent. These are the rates that colleges and universities pay under the College Housing Loan Program. Between July 1, 1956, and June 30, 1963, the interest rate on College Housing Loans ranged from 2.875 to 3.50 percent.

Administration of the loan program

THE PROVISIONS of title III giving the Commissioner the authority he needs to conduct the loan program are so worded as to protect the interests of the Commissioner, the Government, and the borrowing institutions. Here, briefly stated, are the administrative provisions:

★ All financial transactions of the Commissioner in administering the loan program—for example, making loans or approving vouchers—will be final and binding on all officers of the Government.

★ The Commissioner is authorized to set up a schedule of fees to cover the necessary expenses of making inspections of facilities, including audits, and if necessary to make the agreement to pay such fees a condition for approving applications for loans.

★ The Commissioner may make rules and regulations necessary to carrying out the program.

★ He may sue and be sued in a State court of record and in Federal district courts without regard to the amount in controversy; foreclose on property on which a loan has been made; acquire and manage property and complete, remodel, convert, lease, or dispose of property or otherwise deal with it so long as the action does not deprive any State or political subdivision of its jurisdiction over the inhabitants of the property or impair their civil rights under State or local laws.

★ He may sell, exchange, or lease real or personal property and sell or exchange any securities or obligations.

★ He may, within the limitation of

this title, consent to modifications of contracts with respect to the rate of interest, time of payments of principal or interest, security for the loan, or any other term of the loan agreement.

TITLE IV

General Provisions

TITLE IV binds the parts of the act together: it includes the general provisions that apply to the act as a whole; defines certain terms that the Commissioner, State, and institutional officials, and other interested persons must interpret uniformly; and spells out some of the specific provisions for administering the act. For definition of terms, see box, p. 16–17.

Federal administration

TO ASSIST him in administering programs under the act, the Commissioner is authorized to delegate authority (except the making of rules and regulations) to any employee of the Office of Education; to use the services of other Federal Government agencies and of any other public or nonprofit organizations and to pay them for their services; and, with the consent of the Secretary of Health, Education, and Welfare, to appoint committees to advise him on the administration of titles I and III, and to pay committee members for their services.

The Commissioner has arranged with the Housing and Home Finance Agency, which administers the College Housing Loan Program, to provide certain technical services in reviewing applications and carrying out the terms of approved grants or loans.

Along with the authority assigned to the Commissioner under title IV, he is assigned responsibility for seeing that contractors and subcontractors on construction projects supported in part by a grant or a loan pay workers and mechanics at wage rates equal to those prevailing in the community for similar work (as determined by the Secretary of Labor in accordance with the Davis-Bacon Act) and overtime as required by the Contract Work Hours Standards Act (Public Law 87–581). The Commissioner is not required to enforce this provision if laborers and mechanics not employed at any time in the construction of the project voluntarily donate their time to lower the cost of construction for a nonprofit institution and the amounts that are saved are credited to the institution.

Recovery of payments

THE ACT fixes 20 years as the period of Federal interest in a facility built with the aid of a grant, and at the end of the period the Government will relinquish all claim to it. *But*, if within 20 years the institution that received the grant (or its successor) ceases to be a public or nonprofit institution, *or* ceases to use the facility as an academic facility, *or* begins to use it for one of the purposes the act prohibits the United States will be entitled to recover part of the payment. The exact amount of the repayment will depend on the value of the facility at the time, but the Government will be entitled to the same proportion of the value as the grant was of the total cost.

Method of payment

PAYMENTS may be made to any State, Federal agency, institution of higher education or higher education building agency in installments and in advance, or by way of reimbursements. If necessary, adjustments will be made for overpayments or underpayments.

THE FIRST STEPS

BOTH Secretary of Health, Education, and Welfare Anthony J. Celebrezze and Commissioner Keppel have dedicated themselves to prompt and efficient administration of the act. Since both are interested in seeing the grants and loans put to work as soon as possible after funds for 1964 are appropriated, they have already set the administration in motion.

Secretary Celebrezze has asked each State governor to appoint or designate a State agency to administer the State plan. To date 42 States have appointed State commissions. Most States have indicated their interest in participating in the act.

Commissioner Keppel has been in touch with college and university presidents and chief State officers on the steps that they should take to participate in the grant and loan programs and to invite their suggestions on the administration of the act.

SCHOOL LIBRARY REPORTER

MARY HELEN MAHAR

NEARLY 11 MILLION elementary school pupils are without centralized library services, according to a recent Office of Education survey of 107,000 public and nonpublic school plants. The survey also found that, although 7 out of 10 pupils in elementary and secondary schools have access to centralized library services, only a little more than 5 out of 10 (52 percent) of the pupils in elementary schools have such services. Even so, centralized school library facilities "comprise the largest number of single-purpose, general-use facilities" in our schools.

These and other facts about school libraries and school plants are contained in the report National Inventory of School Facilities and Personnel: Spring, 1962 (OE–21026) by George J. Collins, Division of Educational Statistics. Copies—$1 each can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C. INQUIRIES about the amendments to title III, National Defense Education Act, effected by Public Law 88–210, should be made to State educational

Miss Mahar is coordinator of school library services, Office of Education.

agencies. The Office of Education sent copies of the new guidelines for title III to chief State school officers in March.

The amendments permit the acquisition of specialized equipment for audiovisual libraries serving elementary and secondary schools. An audiovisual library is defined as a facility "operated by a State or local educational agency or other public school authority below the State level" used for the "collection, custody, cataloging, maintenance, and distribution of audiovisual materials for science, mathematics, or modern foreign language education in public elementary or secondary schools." For an audiovisual library that is part of a curriculum center, instructional materials center, or school library, title III funds can be used only to acquire equipment and materials related to the audiovisual functions of the facility and related to the improvement of instruction in mathematics, science, and modern foreign languages.

SCHOOL LIBRARIANS should note the review (p. 3) of the publication *What's Up There*, a supplementary text on space-oriented mathematics for grades 5 through 8. *What's Up There* comes in both pupil and teacher editions. It was prepared by the National Aeronautics and Space Administration and the Office of Education.

ANOTHER useful publication in the field of library education is *Continuing Education for Librarians: Conferences, Workshops, and Short Courses*—1964–65, by Sarah R. Reed with the assistance of Doris Epstein. Approximately half of the listings are concerned with school libraries and work with children and young people. Copies are available free from the Library Services Branch, Office of Education.

The Library Services and Construction Act

THE LIBRARY SERVICES and Construction Act recognizes the public's need for public library services and the reasons State and local governments have not been able to provide adequate services and buildings. To assist in filling the need, the act authorizes $45 million in Federal funds for fiscal year 1964. When he signed the act on February 11, 1964, President Johnson said: "The central fact of our times is this: Books and ideas are the most effective weapons against intolerance and ignorance." The act offers to millions of Americans of all ages new weapons they may use with grace.

BACKGROUND

The new act amends the Library Services Act, which Congress passed in 1956 to assist State and local governments in improving library services in rural communities.

Even if we judge the Library Services Act of 1956 merely by its tangible results, it has more than justified the Federal investment, which totals slightly less than $42 million for the 7 years between 1957 and 1963. The local communities, State agencies, and the Federal Government working together to make the act a success have accomplished these results:

- **38 million rural residents have new or improved library service.**
- **12 million books and other informational materials have been bought.**
- **370 bookmobiles have been bought and are being used.**
- **140 field consultants have been added to State programs to assist local libraries.**
- **State appropriations for rural public services have increased by 113 percent, and seven States have set up or expanded grants-in-aid programs for local libraries.**
- **Local appropriations for public libraries have increased by 92 percent.**
- **State appropriations for all public library services have increased from $12.3 million annually to $28.3 million.**

These facts report solid accomplishments for rural areas, and both the States and the Federal Government count them as progress made. But there are other matters that both the States and the Federal Government count as needs, such as the job yet to be done for urban as well as rural communities. They are reflected in such facts as these:

- 18 million Americans have no readily accessible library service (1961 figures).
- 110 million have library services that fall below the minimum standards set by the States; that is, they have limited and outdated collections of books, are understaffed, stay open only a few hours a week, and have insufficient space for books and patrons.
- 60 million of the 110 million Americans with inadequate service live in cities excluded from benefits under the 1956 act.
- 1.5 million who live in cities or suburbs have no readily accessible public library service.
- Only $1.60 per capita or $260 million a year is currently spent on public libraries as contrasted with the estimated minimum expenditure of $3 per capita needed for barely adequate library services. In other words, total library expenditures are now at least $280 million below minimum standards (1960 figures).
- Many buildings are from 50 to 70 years old and some much older; they are expensive to maintain, lack adequate space, and are poorly located because of shifts of population.

As libraries compete with other public services for professional staff and public funds, their needs are increasing. There are a number of reasons for their increased needs, some of them fortuitous, some unfortunate for the libraries at least. Here are a few:

- Greater demand for services re-

sulting from population and economic growth and the vast increase in knowledge in recent years.

♦ *Lack of adequate school libraries.* About two-thirds of the public elementary schools are without libraries.

♦ *Increase in materials.* As many books were published between 1900 and 1960 as between 1450 and 1900. In the United States 10,027 book titles were published in 1930 and 18,060 in 1960. an 80-percent increase in 30 years. However, in the single decade between 1953 and 1963 the number of titles published increased by 114 percent.

♦ *Increased cost of books.* The price of the average book published in the United States rose by 82 percent—from $3.59 to $6.55—between 1947 and 1963, and the average subscription price of a periodical rose by 74 percent.

♦ *Increased cost of constructing and equipping library buildings.*

THE ACT

The Library Services and Construction Act (Public Law 597, 84th Congress, as amended by Public Law 88–269) has a single purpose: To assist in making public library services available to people who have inadequate services or none at all. Moreover, its goal is to make the assistance available to States and their subdivisions without encroaching on their responsibility for conducting public libraries or destroying their initiative for financing libraries. This fact the act makes clear: the States and their local units are responsible for administering public libraries, employing librarians, selecting books and other materials, and, insofar as is consistent with the act, in determining how the funds it provides are to be spent.

The 1964 act amends the Library Services Act of 1956 in two major ways:

♦ Title I authorizes the appropriation of $25 million for public library services for fiscal year 1964 and unspecified amounts in the following 2 years to be used to provide public library service in urban as well as rural areas that have no service or inadequate services. The 1956 act authorized $7.5 million a year for 5 years and limited its use to rural areas, which it defined as communities or towns with population of no more than 10,000 persons. In 1960 the 1956 act was amended and extended for an additional 5 years, or until June 30, 1966.

♦ Title II authorizes the appropriation of $20 million for fiscal year 1964 and unspecified amounts for the following 2 fiscal years for the construction of public library buildings in communities where the inadequacy of facilities prevents the development of library services. The 1956 act prohibited the use of funds for construction of library buildings.

The act is administered at the Federal level by the U.S. Commissioner of Education and at the State level by the State library administrative agencies.

DEFINITIONS

Terms as they are used in the act

Secretary
The Secretary of Health, Education, and Welfare.

State
A State, the District of Columbia, Puerto Rico, Guam, American Samoa, or the Virgin Islands.

State library administrative agency
The official State agency charged by State law with extending and developing public library services throughout the State.

Public library
A library which is supported in whole or in part by public funds and which serves all residents of a community or district free.

Construction
The construction of new buildings and the expansion, remodeling, and alteration of existing buildings, and initial equipment of such buildings, including architects' fees and cost of buying land.

TITLE I

Extension of Public Library Services

Title I authorizes the appropriation of $25 million for the fiscal year ending June 30, 1964, and for fiscal years ending June 30, 1965, and June 30, 1966, such sums as the Congress may authorize, to be allotted among the States, for the extension and improvement of public library services. During the months remaining in fiscal year 1964, the States may use their title I funds only for library services in rural areas, but after July 1, 1964, they may use them for services in both rural and urban areas. None of these funds may be used for construction or purchase of buildings or for purchase of land.

Allotments to the States

From the funds appropriated for any fiscal year the Commissioner of Education will make allotments to the States in two parts. *From the total amount* appropriated for the year he will make a basic allotment of not less than $25,000 each to Guam, American Samoa, and the Virgin Islands; and $100,000 to each of the States of the Union, the District of Columbia, and Puerto Rico. These are the minimum amounts that the States must match. From the remainder of the appropriation he will allot each State an amount which bears the same ratio to the total of the remainder as the State's population bears to the total U.S. population.

The amounts so allotted will be paid to the States to the extent that they match Federal funds. The matching will be done on the basis of per capita income, with the Federal share ranging from 33 percent to 66 percent. In this way the poor States will be required to put up less than the wealthy States to obtain Federal assistance under the act.

A State may carry over title I funds allotted for fiscal year 1964 and use them during fiscal year 1965 for expenditures under its approved plan, which may extend public library services to urban as well as rural areas.

States may use their funds for salaries of library staff members, books and other library materials, equip-

ment, and operating expenses, including the expense of administering the State plans for services and for construction.

If the full amount authorized is appropriated and all States participate in the program in 1964, approximately $51.3 million in Federal, State, and local funds may be made available for public library services.

State plans for services

To obtain its share of the funds authorized under title I, a State must work out a State plan for extending library services and submit it to the U.S. Commissioner of Education for his approval.

Requirements.—The plan must meet these conditions:

1. Provide for the plan to be administered by, or its administration supervised by, the State library administrative agency with authority under State law to administer the plan in accordance with the provisions of the act.

2. Provide for the State treasurer to receive Federal funds paid under title I, for the funds to be safeguarded and spent solely for the purposes for which they are paid, for the State to repay the U.S. Government for any funds lost or diverted from their designated use.

3. Provide for the administrative agency to certify that policies and methods of using funds insure that funds will be used to maximum advantage.

4. Provide for the agency to make such reports on expenditures as the Commissioner may require.

5. Provide that library services shall be made available free of charge under regulations prescribed by the State agency.

Approval.—The Commissioner will approve any plan that fulfills the conditions listed above.

Identification of inadequate services.—The State library agency will be responsible for determining whether services in a given area are inadequate.

Procedure for making payments

The 1964 act makes minor changes in the procedure under the 1956 law for making payments to the States. It authorizes the U.S. Commissioner to make advance estimates at least twice a year of the amount each State is entitled to receive under title I, and when necessary to adjust estimates to compensate for prior over or under payments. But before he certifies the amounts to the Secretary of the Treasury, who makes the payments (in installments), the Commissioner must be sure that these conditions exist:

(1) That the State will have enough funds from its own and local sources to qualify for its basic allotment for the year ($100,000 to each State, the District of Columbia, and Puerto Rico, and $25,000 each to the Virgin Islands, Guam, and American Samoa).

(2) That during the year the State will spend as much from its own and local sources on public library services as it spent in the fiscal year ending June 30, 1963.

In computing each State's share of the Federal appropriation for the year, the Commissioner will use this formula prescribed by title I: The Federal share for any State will be 100 percent minus the State's percentage, which is the percentage that bears the same ratio to 50 percent as the State's per capita income bears to the per capita income of all States (excluding the outlying parts—their share will be 66 percent). No State's Federal share will be less than 33 percent or more than 66 percent. Per capita income for each State and for all States will be computed in each even-numbered year from Department of Commerce figures for the three most recent consecutive years.

TITLE II

Public Library Construction

For the year ending June 30, 1964, title II authorizes the Congress to appropriate $20 million and for the next 2 fiscal years such sums as the Congress may authorize, to be paid to the States for construction of public library buildings in rural or urban areas.

Allotments

From the total appropriated for any fiscal year the Commissioner will allot $80,000 to the District of Columbia, Puerto Rico, and each of the States, and $20,000 each to the outlying parts—Guam, American Samoa, and the Virgin Islands. From the remaining funds he will allot each State a sum which bears the same ratio to the remainder as the State's population bears to the U.S. population. States match Federal funds on the basis of their per capita income in the 3 most recent years.

Any State may use its allotment for any fiscal year for construction projects approved under its State plan for the fiscal year. There is one exception here: A State may carry over funds for fiscal year 1964 and use them in fiscal year 1965.

State plans for construction

To obtain its share of the Federal construction funds, each State must submit a State plan to the Commissioner.

Requirements.—The plan must include all the provisions of the State plan for services under title I and in addition—

1. Set forth the criteria and procedures for approving construction projects for areas without facilities or with inadequate facilities.

2. Provide assurance that agencies whose applications for projects are rejected will be given an opportunity for a fair hearing.

3. Provide assurance that laborers and mechanics employed by contractors or subcontractors will be paid wages at rates not less than those on similar projects in the locality, as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, and will receive overtime pay as specified in the Contract Work Hours Standards Act.

Approval of plan.—The Commis-

sioner will approve plans that fulfill all the conditions described above.

Payments to States

The procedure for making payments for construction differs in two respects from procedure for services: there is no minimum basic allotment which the State is required to earn by matching, and the act does not require spending at any rate set during a base period.

TITLE III

General Administration

TITLE III prescribes the general terms for administering the act and authorizes the Congress to appropriate funds for administrative expenses.

Withholding payments.—If the Commissioner finds that a State is not carrying out its approved plan or is not complying with the provisions of the act, he is authorized to withhold payments until the State does comply.

Administration.—The U.S. Commissioner of Education is authorized to administer the act and, with the approval of the Secretary of Health, Education, and Welfare, to make administrative and procedural regulations, to conduct studies and investigations, and to make reports, including reports to the public on the results of the act.

The Commissioner is also required to give any State an opportunity for a fair hearing before he disapproves a State plan.

Any State dissatisfied with the Commissioner's decision may appeal to the courts.

Reallotment.—If the Commissioner finds that a State will not be able to use the funds allotted to it in the period they were allotted for, he may reallot them to States that can use them during that period.

State Library Agencies

The State library extension agency in each State will have the latest information on its State plans for public library services and public library construction. A list of the State agencies with their addresses is available from the Library Services Branch, Office of Education.

SCHOOL BONDS

. . . *sales, interest rates, et cetera* . . .

By ELMER C. DEERING, *specialist on the financing of school facilities, Division of Educational Organization and Administration, Office of Education.*

IN THE MUNICIPAL BOND market there are at least three major interests that have to be reconciled before any issue of bonds is sold to the investors. The issuing agency is interested in selling the bonds at the lowest possible interest cost; the dealer, in buying bonds that can be resold at a profit; and the investor, in the highest yield he can get with safety.

The price a dealer can pay for bonds depends on the price he can get for them. He can pay a higher price if he has such heavy presale orders that he can sell them all before the delivery date; under this circumstance he escapes the expense of financing unsold bonds. Unless there is a good demand for a bond issue, higher yields must be offered to attract investors.

In the last few months, beginning in April 1963, the average net interest cost of Moody-rated school bonds has generally followed an upward trend. Theoretically, when interest rates are rising, long-term bonds hold less attraction for investors because rates may continue to advance. To make these bonds attractive, dealers must offer higher yields, and the usual effect is that rates on long-term bonds increase faster than rates on short-term bonds.

But the very opposite happened during the past year, as the chart on this page shows. Between April 1963 and April 1964, yields on Aa, A, and Baa 20-year maturities sold in the secondary market advanced only 19, 30, and 11 basis points, respectively, but yields on 10-year maturities with the same ratings advanced 39, 44, and 26 points. The gap between 10-year and 20-year maturities narrowed by 20 points for Aa bonds, 14 for A, and 15 for Baa, with the net result that 10-year maturities increased more in attractiveness than 20-year maturities.

The same thing happened in the primary market for school bonds. Between February 1963 and February 1964, as the following table shows, bond issues maturing in less than 15 years advanced 61 basis points, while issues maturing in 25 years and over advanced only 13 basis points.

Average net interest cost of all Moody-rated school bonds, by term of issue, February 1963 and February 1964

Term	February 1963	February 1964	Increase
	Percent	*Percent*	*Percent*
Under 15 years	2.40	3.01	0.61
15–24 years	2.95	3.06	.11
25 years and over	3.21	3.34	.13
All terms	2.99	3.15	.16

A clue to the behavior of interest rates on short-term in relation to long-term maturities may be found in the change in yields on short-term and long-term U.S. Government obligations between February 1963 and 1964:

	February 1963	*February 1964*	*Increase*
	Percent	*Percent*	*Percent*
6-month Treasury bills	3.00	3.62	0.62
U.S. Government bonds maturing in 15 years or more	3.93	4.14	.21

Average net interest cost of Moody-rated bonds sold on primary market for public schools, by term of bond, for the latest quarter and month available.

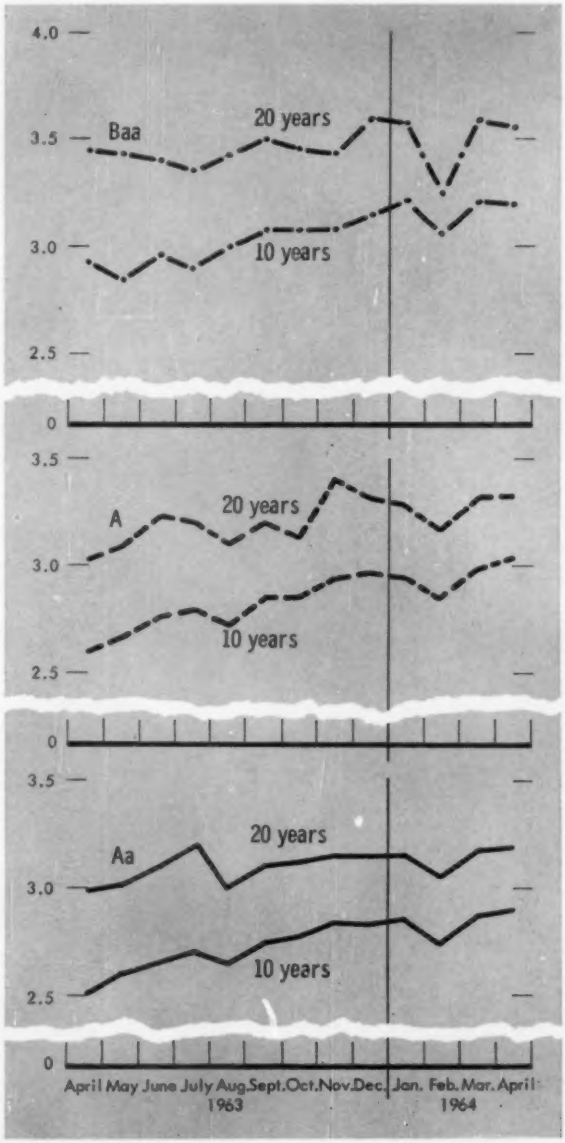
Term of bond	Aaa	Aa	A	Baa	Ba	All rated bonds
	Latest quarter (October–December 1963)					
Under 15 years	2.37	2.84	2.90	3.04	.....	2.92
15–24 years	2.86	3.04	3.16	3.35	3.79	3.12
25 years and over	.....	3.14	3.28	3.50	3.76	3.34
All terms	2.86	3.07	3.20	3.44	3.77	3.21
	Latest month (February 1964)					
Under 15 years	.....	.....	2.88	3.19	.....	3.01
15–24 years	2.85	2.87	3.12	3.33	.....	3.06
25 years and over	.....	.....	3.18	3.43	3.80	3.34
All terms	2.85	2.87	3.12	3.38	3.80	3.15

Source: Sales reported by *The Daily Bond Buyer*; ratings, by Moody's Investors Service (rated bonds include 75–80 percent of all bonds for public school purposes).

Average net interest cost of Moody-rated bonds sold on primary market for public schools

Period	Aaa	Aa	A	Baa	Ba	All rated bonds
1959–60	3.26	3.63	3.77	4.21	4.55	3.84
1960–61	2.82	3.34	3.43	3.75	3.97	3.48
1961–62	2.84	3.23	3.19	3.51	3.93	3.27
1962–63	2.64	2.86	2.99	3.29	3.72	3.03
1963						
February	2.68	2.77	3.00	3.25	3.73	2.99
March	2.47	2.76	2.93	3.22	3.61	3.00
April	2.73	2.87	2.91	3.21	3.53	2.92
May	.....	2.74	2.94	3.31	3.38	3.02
June	.....	2.99	3.03	3.36	3.58	3.14
July	.....	2.91	2.99	3.34	3.83	3.07
August	2.62	2.98	3.04	3.37	3.75	3.07
September	.....	2.96	3.13	3.33	3.76	3.19
October	2.76	3.05	3.18	3.38	3.73	3.18
November	2.89	3.14	3.25	3.46	.....	3.25
December	2.86	3.04	3.18	3.51	3.80	3.22
1964						
January	.....	3.05	3.21	3.46	3.81	3.25
February	2.85	2.87	3.12	3.38	3.80	3.15

Source: Sales reported by *The Daily Bond Buyer*; ratings, by Moody's Investors Service (rated bonds include 75–80 percent of all bonds for public schools).



Average percentage yields on 10-year and 20-year maturities, selected Moody-rated municipal bonds sold on the secondary Market, April 1963 to April 1964.

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Administration of Public Laws 874 and 815: Thirteenth Annual Report of the Commissioner of Education, 1963, 167 pp., $1 (OE–22003–63).

Education Directory, 1963–1964: Part 1, State Governments, by Louise Ratliff Murphy, 1964, 81 pp., 30 cents (OE–20004–64).

Education in Chile, by Adela R. Freeburger and Charles C. Hauch, 1964, 42 pp., 20 cents (OE–14096).

Education in Scotland, by Ellen M. Doherty and George A. Male, 1964, 46 pp., 25 cents (OE–14095).

Electronic Data Processing in Engineering, Science, and Business, 1964, 34 pp., 30 cents (OE–80030).

Enrollment for Advanced Degrees: Fall 1961, by Wayne E. Tolliver and Naomi A. Sulkin, 1964, 197 pp., $1.25 (OE–54019–61).

Good Posture for Boys and Girls, by Wallace Ann Wesley and Elsa Schneider, 1963, 12 pp., 10 cents ($6.50 a hundred) (OE–28007).

Grouping Children for Instruction in the Elementary School: A Conference Points the Way, by Jane Franseth, Alexander Frazier, Harold Drummond, Robert E. Bills, Julia W. Gordon, and Charles M. Long, 1964, reprinted from *School Life* June, July, December, 1963, 20 pp., 15 cents (OE–20062).

National Inventory of School Facilities and Personnel: Spring 1962, by George J. Collins, 1964, 134 pp., $1 (OE–21026).

The 1963 Dropout Campaign: Summary and Analysis of the Special Summer Program to Combat School Dropout Financed from the President's Emergency Fund, 1964, 34 pp., 20 cents (OE–20060).

Preliminary Report on Teaching Faculty in Higher Education, 1962–63: Primary Teaching Areas and Contract Salaries, by Ralph E. Dunham and Patricia S. Wright, 1964, 23 pp., 20 cents (OE–53022).

Projects Initiated Under Title VII, Part B, National Defense Education Act, September 2, 1958–June 30, 1963, Edith Rodano, editor, 1964, 30 pp., 20 cents (OE–34021–63).

Structure and Decision-Making in Soviet Education, by Herbert C. Rudman, 1964, 64 pp., 25 cents (OE–14094).

Talent Development Project, 1964, 1964, 16 pp., 10 cents (OE–35053).

Free

Request single copies from the Publications Distribution Unit, U.S. Office of Education, Washington, D.C., 20202.

Cooperative Research Program Newsletter, Number 10: Completed Projects, November 1963, 22 pp. (OE–12001–10).

School Library Services for the Culturally Deprived Child, by Richard L. Darling, reprint from *School Life*, October 1963 (OE–15047).

Other Agencies

Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. Remittance must accompany order.

The arts

Recent American Fiction, Library of Congress, 1963, 12 pp., 15 cents, LC 29.9:B 41.

A lecture by Saul Bellow presented by the Gertrude Clarke Whittall Poetry and Literature Fund.

Thomas Mann's Addresses Delivered at the Library of Congress, 1942–1949, Library of Congress, 1963, 132 pp., 50 cents, LC 1.14: M31.

Child Welfare

Child Welfare Services, Department of Health, Education, and Welfare, 1963, 42 pp., 25 cents, FS 14.111:406.

Describes a variety of social services for children and their parents provided for by child welfare agencies.

Institutions Serving Delinquent Children: Guides and Goals, Department of Health, Education, and Welfare, 1962, 141 pp., 45 cents FS 14.111:360.

Describes practices that are part of the programs of a number of training schools in the country.

Illness Among Children, Department of Health, Education, and Welfare, 1963, 107 pp., 35 cents, FS 14.111:405.

Describes data obtained by the National Health Survey on children. Highlights specific problems, such as inadequate dental care.

International Relations

Cuba, Latin America, and Communism, Department of State, 1963, 20 pp., 15 cents, S 1.26:86.

Presents an address by a State Department official at the World Affairs Council in September 1963.

The Scope and Distribution of United States Military and Economic Assistance Programs, Department of State, 1963, 25 pp., 15 cents, S 1.2:As 7.

Reports the results of an examination by the President's Committee to Strengthen the Security of the Free World.

Recreation

Outdoor Recreation for America, Outdoor Recreation Resources Review Commission, 1962, 246 pp., $2.50, Y 3.Ou 8:2 R24.

Surveys the Nation's resources; measures the demands for the next 40 years, and recommends ways of meeting these demands.

Recreation for the Community, Public Housing Administration, 1960, 8 pp., 10 cents, HH 3.2:R 24/960.

Describes the purpose of public housing and recreation activities and facilities in low-rent public housing developments.

Swimming, Department of Health, Education, and Welfare, rev. 1962, 4 pp., 5 cents, FS 2.50:7/5.

Gives information about the time and place to swim, safety for the swimmer, and what to do when in trouble.

Science

The American Ephemeris and Nautical Almanac for the Year 1965. Department of Defense, 1963, 519 pp., cloth, $3.75, D 213.8:965.

Presents information on the sun, moon, planets, stars, eclipses, ephemirides, and satellites.

Current Projects on Economic and Social Implications on Science and Technology, 1962, National Science Foundation, 1963, 12 pp., 40 cents, NS 1.23:962.

Presents an inventory of research projects being conducted in U.S. colleges and universities.

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